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ABSTRACT

The Palm Beach County, Florida, Adult ESOL Curriculum Development Project, which was funded by a state Section 353 Demonstration Project grant, is described. The primary goal for this 2-year project was to develop a model adult English-for Speakers-of-Other-Languages (ESOL) curriculum for the state. A needs assessment was conducted statewide and a planning committee of administrators and specialists determined the scope of the project. The team determined that: (1) a need existed for separate ESOL curriculum frameworks for adult education and recommendations for program content, textbooks, materials, and tests; and (2) the Mainstream English Language Training (MELT) Student Performance Levels (SPLs) would be used as the common language descriptors for ESOL programs throughout Florida. Developed by the Center for Applied Linguistics and the Office of Refugee Resettlement, the MELT/SPLs are used nationally to describe language performance levels of limited-English-proficient students. The curriculum contains the following components: teaching native language literacy; teaching ESOL literacy; teaching ESOL survival/coping skills; teaching ESOL pre-GED; ESOL at the workplace; English language content for vocational education; teaching ESOL citizenship; ESOL promotion and placement testing; ESOL materials; and ESOL teacher training component. (LB) Adjunct ERIC Clearinghouse on Literacy Education.

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ADULT ESOL CURRICULUM DEVELOPMENT PROJECT
1989 - 1991

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FL020527

Bureau of Adult and Community Education
Division of Vocational, Adult, and Community Education

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Adult ESOL Curriculum Development Project
1989-1991

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INTRODUCTION

INTRODUCTION

Project Background

The School Board of Palm Beach County, Department of Adult and Community Education was awarded a Section 353 Demonstration Project Grant by the Florida Department of Education for FY 90 and again in FY 91 entitled the Adult ESOL Curriculum Development Project. The primary goal for this two year project was to develop a model adult ESOL curriculum for the state of Florida.

In order to develop a comprehensive program which meets the needs of all adult ESOL students enrolled in classes throughout the state, a needs assessment was conducted statewide of ABE/ESOL programs and a planning committee determined the scope of the project. The planning committee included district directors, supervisors, ESOL specialists, program managers, administrators, university ESOL specialists and a vice president of the Center for Applied Linguistics.

The team determined that a need existed for separate ESOL curriculum frameworks for adult education and recommendations for program content, textbooks, materials and tests. It was further determined by the planning committee that the Mainstream English Language Training (MELT) Student Performance Levels (SPLs) will be used as the common language descriptors for ESOL programs throughout Florida (see Attachment A). The MELT/SPLs were developed by the Center for Applied Linguistics in Washington, D.C. and the Office of Refugee Resettlement. They are used nationally to describe language performance levels of limited English proficient (LEP) students. The SPLs provide a common means of describing program levels across districts. These descriptors are the basis of the School Board of Palm Beach County model, Dade County's DCAASE ESOL curriculum and the Broward County adult ESOL curriculum.

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ESOL Curriculum Frameworks

The curriculum frameworks writing team consisted of specialists in the fields of adult education, ESOL, linguistics, migrant education and refugee education. The team developed a comprehensive set of adult ESOL education curriculum frameworks which have been approved by the Florida Department of Education as a separate course entitled "Adult English For Speakers Of Other Languages" (see Attachment B). The frameworks address the following concepts/content:

1. Basic literacy skills
2. ESOL survival/coping skills
3. ESOL pre-GED skills
4. Workplace ESOL skills
5. English language content for vocational education (VESOL)
6. United States history and government as they apply to citizenship

Student Competency Checklists

In addition to the ESOL curriculum frameworks, members of the writing team revised and enhanced the ESOL curriculum student competency checklists developed by ESOL specialists and teachers of the School Board of Palm Beach County. The student competency checklists for ESOL Literacy Skills and ESOL Survival/Coping Skills (Levels I - IV) were developed and piloted during the first year of the project.

During the second year of the project, the ESOL Survival/Coping Skills (Levels I - IV) Curriculum was piloted and implemented throughout the district. The Pre-GED (Levels V - VIII) Curriculum student competency checklists were developed during the second year of the project and are currently being piloted in Palm Beach County.

A curriculum level correlation for ESOL courses offered through the Department of Adult and Community Education of the School Board of Palm Beach County is included (see Attachment C). The correlation provides a comparison between ESOL levels utilized in the Palm Beach County ESOL program with their traditional titles and the MELT Student Performance Levels.

Curriculum Use and Evaluation

Copies of the student competency checklists for ESOL Literacy and ESOL Levels I - VIII are included in the guide. The copies are camera-ready and districts are invited to use the checklists in adult ESOL programs.

Questions, comments, and/or suggestions regarding the checklists are invited. A curriculum evaluation form for administrators and teachers is attached (see Attachment D). The duplexed form includes sections for student and teacher comments. Suggestions and comments will be reviewed for inclusion in future revisions. The curriculum has been developed to meet the needs of adult students in Florida. As students and teachers suggest new topics, they will be included.

Native Language Literacy Project

Due to an increased need for a transitional native language literacy program, curriculum was developed, teacher training conducted, and a program was piloted and implemented for native language literacy in Spanish and Haitian Creole. A section of the guide is devoted to this project. A request for the placement tests is included in the testing section of the guide.

ESOL Placement and Promotion Tests

Placement tests for Levels ESOL Literacy - Level V were designed and field tested during the 1990 - 1991 project and are currently being piloted. In addition, promotion tests for Levels ESOL Literacy - Level IV were designed and field tested during 1990 - 1991 and are currently being piloted. The tests include listening, speaking and reading/writing sections. All tests reflect the student competencies of the curriculum. The tests are considered secure. Districts are asked to complete a request form in order to receive camera-ready copies.

Preliminary field testing was conducted at the pilot site to establish internal validity. Further funding will permit the steps necessary to standardize the tests and establish norms. An additional project is necessary to develop placement and promotion tests for ESOL Pre-GED Levels V - VIII.

Specialized Guides

The following specialized guides are included in order to assist districts with the implementation of each of the curriculum areas:

Native Language Literacy

This guide contains an overview of the Native Language Literacy Program, the rationale, the design, the curriculum, program evaluation and increased retention rate statistics.

ESOL Literacy

A definitive guide to the teaching of ESOL Literacy, this guide includes an overview of second language acquisition, methodologies, techniques, activities and sample lesson plans.

ESOL Survival/Coping Skills

A practitioner's guide to the teaching of ESOL Survival/Coping Skills includes second language acquisition information, methodologies, techniques, activities, testing alternatives and sample lesson plans.

Pre-GED Pilot Overview

This overview provides a rationale for the Pre-GED Program, the relationship to the Adult Basic Education (ABE) skills and the Test of Adult Basic Education (TABE), the student competency checklists and a sample lesson plan.

ESOL At The Workplace

Levels ESOL Literacy - Level IV of the student competency checklists include competencies which may be utilized at the workplace, particularly under the heading "Employability Skills". However, it is necessary to conduct a needs assessment and literacy audit prior to implementing any workplace ESOL program. The workplace guide outlines available resources and steps to assure successful program development and implementation.

Vocational ESOL

This comprehensive guide provides detailed information regarding vocational ESOL program models, principles, practices, and implementation. Cross-cultural aspects in vocational education, as related to limited English proficient (LEP) students, are described. Methods, approaches, materials selection and adaptation, and student evaluation are explained. Examples are specifically related to various vocational content. An extensive bibliography is listed by topic.

Teaching ESOL Citizenship

A practical guide to teaching citizenship to ESOL adult students includes information on legal issues, immigration categories, requirements and procedures which citizenship applicants must follow in order to complete the process. Classroom application is provided in the form of suggested topics, teaching techniques, and sample lesson plans.

Citizenship education is included in the ESOL Literacy - Level IV of the student competency checklists under the heading "Knowledge of Our Country." This strand of the curriculum may be included at each level of the curriculum (ESOL Literacy - Level IV) or may be used to create a separate citizenship class. Due to the fact that many adult students are citizens of the United States, they may not need to participate in the citizenship strand. Citizenship education remains an optional component of the curriculum which is always offered to the students, but not required.

ESOL Testing Overview

The ESOL Testing Overview describes the new tests, their use, and precautions to maintain security. A request form is included for districts interested in adopting any or all of the tests.

ESOL Materials Overview

This overview presents an annotated list of commercially available ESOL materials according to curriculum level. Materials currently being piloted for Levels V and VI are included. Levels VII and VIII will be added by 1992.

Teacher Training

Teacher training was conducted by specialists, resource teachers and consultants during the project. As a result of the project, and by request of the assistant principals for Adult and Community Education and ESOL teachers, a specific inservice plan has been designed, developed, piloted, and is being implemented in Palm Beach County. An overview is included in the teacher training section of this guide. As this project progresses a handbook will be developed which will include sample overhead transparencies, handouts, references and suggestions for presentation.

Conclusion

This ESOL curriculum guide has been designed and developed by ESOL administrators, specialists, teachers, and consultants throughout Florida in order to better serve the needs of adult ESOL students. It is intended to be a living curriculum guide which will receive additions and final revisions as projects are completed. Your suggestions and comments are welcomed.

ATTACHMENT A

MAINSTREAM ENGLISH LANGUAGE TRAINING (MELT)

STUDENT PERFORMANCE LEVELS

AVAILABLE FROM:
OFFICE OF REFUGEE RESETTLEMENT

U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES
330 C STREET S.W. SWITZEN BUILDING
WASHINGTON, D.C. 20201

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ATTACHMENT A

STUDENT PERFORMANCE LEVELS — ABBREVIATED VERSION

O	No ability whatsoever.		
I	• Functions minimally, if at all, in English.	• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures
II	• Functions in a very limited way in situations related to immediate needs.	• Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
III	• Functions with some difficulty in situations related to immediate needs.	• Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
IV	• Can satisfy basic survival needs and a few very routine social demands.	• Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated	• A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	• Can satisfy basic survival needs and some limited social demands.	• Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated	• A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

ATTACHMENT A

VI	• Can satisfy most survival needs and limited social demands.	• Can handle jobs and job training that involve following simple oral and written instructions and diagrams.	• A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
VII	• Can satisfy survival needs and routine work and social demands.	• Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	• A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	• Can participate effectively in social and familiar work situations.		• A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.
IX	• Can participate fluently and accurately in practical, social, and work situations.		• A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	• Ability equal to that of a native speaker of the same socio-economic level.		

New Course 1991-92

CURRICULUM FRAMEWORKS - GRADE 30, 31
Florida Department of Education

COURSE NUMBER: 9900040 **SUBJECT AREA:** ADULT EDUCATION

CREDIT: NONCREDIT **COURSE TITLE:** ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

I. **MAJOR CONCEPTS/CONTENT:** THE PURPOSE OF THIS COURSE IS TO PROVIDE INSTRUCTION TO SPEAKERS OF OTHER LANGUAGES. THE PRIMARY GOAL IS THE STUDENTS' ACQUISITION OF COMMUNICATION SKILLS TO ENABLE THEM TO FUNCTION SUCCESSFULLY WITHIN OUR SOCIETY.

THE CONTENT MAY INCLUDE, BUT SHOULD NOT BE LIMITED TO, THE DEVELOPMENT OF LISTENING, SPEAKING, READING, WRITING AND CROSS CULTURAL COMMUNICATION SKILLS.

AREAS OF INSTRUCTION, BASED ON STUDENTS' NEEDS, ARE: PRIMARY LANGUAGE SUPPORT/ESOL LITERACY, ESOL SURVIVAL/LIFE COPING SKILLS, ESOL PRE-GED SKILLS, WORKPLACE ESOL, VOCATIONAL ENGLISH SPEAKERS OF OTHER LANGUAGES (VESOL), AND AMNESTY/CITIZENSHIP.

II. **INTENDED OUTCOMES:** AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

1. DEMONSTRATE BASIC LITERACY SKILLS THROUGH THE USE OF PRIMARY LANGUAGE SUPPORT (PLS) AND/OR ESOL.
2. DEMONSTRATE ESOL SURVIVAL/COPING SKILLS NECESSARY TO FUNCTION IN DAILY LIFE.
3. DEMONSTRATE THE USE OF ESOL PRE-GED SKILLS.
4. DEMONSTRATE ESOL COMMUNICATION SKILLS NEEDED TO FUNCTION AND/OR ADVANCE AT WORK.
5. UNDERSTAND THE ENGLISH LANGUAGE CONTENT AND SKILLS FOR VOCATIONAL EDUCATION TRAINING.
6. UNDERSTAND THE BASIC CONCEPTS OF U. S. HISTORY AND GOVERNMENT AS THEY APPLY TO U. S. CITIZENSHIP.

COURSE NUMBER: 9900040

COURSE TITLE: ADULT ENGLISH
FOR SPEAKERS OF
OTHER LANGUAGES

III. SPECIAL NOTE

1. THIS COURSE MAY BE OFFERED AS A COMPLETE PROGRAM OR IN SEGMENT OF SPECIALIZATION.
2. FIELD TRIPS AND SITE VISITS MAY BE USED IN THIS COURSE.
3. LANGUAGE AND/OR COMPUTER LABORATORIES (LABS) MAY BE USED IN THIS COURSE.
4. MAINSTREAM ENGLISH LANGUAGE TRAINING (MELT) STUDENT PERFORMANCE LEVELS (SPLs) ARE RECOMMENDED FOR USE AS UNIVERSAL DESCRIPTORS TO **DEFINE THE VARIOUS COURSE LEVELS. COURSE TITLES MAY VARY FROM DISTRICT TO DISTRICT.**

COURSE NUMBER: 9900040 **COURSE TITLE:** ADULT ENGLISH
FOR SPEAKERS OF
OTHER LANGUAGES

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

1. **DEMONSTRATE BASIC LITERACY SKILLS THROUGH THE USE OF PRIMARY LANGUAGE SUPPORT AND/OR ESOL. (MELT STUDENT PERFORMANCE LEVELS 0-II).**

    1.01 EXHIBIT MANIPULATIVE SKILLS AS THEY RELATE TO PRODUCING WRITTEN LANGUAGE.

    1.02 INTERPRET AND PRODUCE BASIC PERSONAL INFORMATION.

    1.03 UNDERSTAND AND EXPRESS BASIC EMOTIONAL STATES.

    1.04 UNDERSTAND AND UTILIZE SOCIAL AND CULTURAL CONCEPTS.

    1.05 UNDERSTAND AND UTILIZE ENVIRONMENTAL CONCEPTS.

    1.06 UNDERSTAND AND RESPOND TO TRANSPORTATION AND TRAVEL INFORMATION AND REGULATIONS.

    1.07 INTERPRET AND RESPOND TO CONSUMER INFORMATION.

    1.08 COMPREHEND AND RESPOND TO HOUSING AND HOUSEHOLD INFORMATION.

    1.09 UNDERSTAND AND REACT TO HEALTH AND NUTRITION INFORMATION.

    1.10 UNDERSTAND AND RESPOND TO INFORMATION REGARDING EMPLOYMENT.

    1.11 RECOGNIZE AND RESPOND TO PARENTING SKILL INFORMATION.

    1.12 UTILIZE PRONUNCIATION PATTERNS EFFECTIVELY.

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COURSE NUMBER: 9900040 **COURSE TITLE:** ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

2. DEMONSTRATE ESOL SURVIVAL/COPING SKILLS NECESSARY TO FUNCTION IN DAILY LIFE (MELT STUDENT PERFORMANCE LEVELS I-VII.)

2.01 USE EFFECTIVE PERSONAL AND SOCIAL SKILLS.

2.02 UTILIZE COMMUNITY RESOURCES EFFECTIVELY.

2.03 RECOGNIZE NECESSARY SKILLS TO OBTAIN AND MAINTAIN EMPLOYMENT.

2.04 UNDERSTAND AND RESPOND TO HOUSING NEEDS.

2.05 DEMONSTRATE EFFECTIVE CONSUMER SKILLS.

2.06 DEMONSTRATE KNOWLEDGE OF HEALTH AND NUTRITION PRACTICES.

2.07 DISPLAY THE APPROPRIATE USE OF TRANSPORTATION AND TRAVEL SKILLS.

2.08 DEMONSTRATE KNOWLEDGE OF EFFECTIVE PARENTING SKILLS.

2.09 UNDERSTAND AND RESPOND TO ENVIRONMENTAL ISSUES.

2.10 DEMONSTRATE CROSS-CULTURAL COPING SKILLS FOR USE IN DAILY LIFE.

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

COURSE NUMBER: 9900040 **COURSE TITLE:** ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

3. DEMONSTRATE THE USE OF ESOL PRE-GED SKILLS (MELT STUDENT PERFORMANCE LEVELS V-VIII).

   3.01 USE LISTENING SKILLS FOR A VARIETY OF ACADEMIC PURPOSES.

   3.02 PARTICIPATE IN FORMAL AND INFORMAL SPEAKING ACTIVITIES FOR A VARIETY OF ACADEMIC PURPOSES.

   3.03 DEMONSTRATE ABILITY TO USE STANDARD ENGLISH PRONUNCIATION.

   3.04 APPLY LITERAL, INFERENTIAL AND EVALUATIVE READING COMPREHENSION SKILLS.

   3.05 USE FUNDAMENTAL WRITING SKILLS IN AN ACADEMIC SETTING.

   3.06 DEMONSTRATE KNOWLEDGE OF VOCABULARY IN VARIOUS CONTENT AREAS.

   3.07 RECOGNIZE AND USE IDIOMATIC EXPRESSIONS IN ENGLISH.

   3.08 APPLY STUDY SKILLS AND TEST-TAKING SKILLS.

   3.09 UNDERSTAND AND DIFFERENTIATE BETWEEN CROSS-CULTURAL PRACTICES AND THEIR APPLICATIONS IN SOCIETY.

   3.10 PROCESS AND GENERATE INFORMATION FROM MASS MEDIA.

   3.11 ANALYZE AND APPLY CRITICAL THINKING SKILLS TO VISUAL, ORAL AND/OR WRITTEN COMMUNICATION.

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

4. **DEMONSTRATE ESOL COMMUNICATION SKILLS NEEDED TO FUNCTION AND/OR ADVANCE AT WORK (MELT STUDENT PERFORMANCE LEVELS 0-VIII).**

   4.01 DEMONSTRATE APPROPRIATE PROCEDURES FOR APPLYING FOR A JOB OR JOB ADVANCEMENT.

COURSE NUMBER: 9900040 **COURSE TITLE:** ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

4.02 FOLLOWS PROCEDURES FOR RESIGNING FROM A JOB.

4.03 UNDERSTAND AND FOLLOW SAFETY PROCEDURES.

4.04 COMPREHEND AND/OR APPLY COMPANY POLICIES AND PROCEDURES AT WORK.

4.05 COMMUNICATE ON THE JOB USING APPROPRIATE GENERAL AND WORK SPECIFIC LANGUAGE.

4.06 READ AND WRITE WORK-RELATED MESSAGES, MATERIALS, AND REPORTS.

4.07 PERFORM MEASUREMENTS AND/OR CALCULATIONS.

4.08 ANALYZE AND SOLVE WORKPLACE PROBLEMS.

4.09 RECOGNIZE AND ENGAGE APPROPRIATE SOCIAL AND CULTURAL INTERACTIONS FOR THE WORKPLACE.

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

5. UNDERSTAND THE ENGLISH LANGUAGE CONTENT AND SKILLS FOR VOCATIONAL EDUCATION TRAINING (MELT STUDENT PERFORMANCE LEVELS V-VIII).

5.01 UNDERSTAND AND IDENTIFY CAREER OPPORTUNITIES AND REQUIREMENTS.

5.02 UNDERSTAND AND FOLLOW SPECIFIC VOCATIONAL PROCESSES AND PROCEDURES.

5.03 UNDERSTAND AND IDENTIFY APPROPRIATE USE OF TOOLS.

5.04 UNDERSTAND AND APPLY SAFETY LANGUAGE AN CODES.

5.05 COMMUNICATE SPECIFIC VOCATIONAL RELATED LANGUAGE.

COURSE NUMBER: 9900040 **COURSE TITLE:** ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

5.06 COMPLETE SPECIFIC VOCATIONAL FORMS.

5.07 PERFORM SPECIFIC VOCATIONAL MEASUREMENTS AND/OR CALCULATIONS.

5.08 ANALYZE AND SOLVE VOCATIONAL PROBLEMS.

5.09 RECOGNIZE AND ENGAGE APPROPRIATE SOCIAL AND CULTURAL INTERACTIONS FOR A VOCATION.

COURSE STUDENT PERFORMANCE STANDARDS

AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

6. UNDERSTAND THE BASIC CONCEPTS OF UNITED STATES HISTORY AND GOVERNMENT AS THEY APPLY TO UNITED STATES CITIZENSHIP (MELT STUDENT PERFORMANCE LEVELS O-X).

6.01 DESCRIBE THE ORGANIZATIONAL AND FUNCTION OF THE U.S. GOVERNMENT AS ESTABLISHED BY THE CONSTITUTION.

6.02 UNDERSTAND AND INTERPRET THE BILL OF RIGHTS AS IT RELATES TO PERSON LIVING IN THE U.S., ITS PROTECTORATES, AND TERRITORIES.

6.03 IDENTIFY THE STRUCTURE AND FUNCTION OF GOVERNMENT AT THE LOCAL, STATE, AND NATIONAL LEVELS.

6.04 EXPLAIN GOVERNMENT ELECTION PROCEDURES AT THE LOCAL, STATE, AND NATIONAL LEVEL.

6.05 DESCRIBE THE RIGHTS AND RESPONSIBILITIES OF A U.S. CITIZEN.

6.06 UNDERSTAND THE STEPS REQUIRED TO BECOME A U.S. CITIZEN.

6.07 RECOGNIZE IMPORTANT SYMBOLS OF THE UNITED STATES AND THEIR SIGNIFICANCE.

6.08 IDENTIFY PROMINENT INDIVIDUALS WHO HAVE CONTRIBUTED TO U.S. HISTORY, GOVERNMENT, AND CULTURE.

COURSE NUMBER: 9900040 COURSE TITLE: ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

6.09 UNDERSTAND AND DISCUSS THE SIGNIFICANCE AND CONSEQUENCES OF THE CIVIL RIGHTS MOVEMENT.

6.10 IDENTIFY MAJOR EVENTS THROUGHOUT THE UNITED STATES.

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL) Program Categories

Curriculum Level Correlation

PROGRAM CATEGORIES

The following program categories are offered to adult ESOL students in Palm Beach County at Adult and Community Education sites as well as through off-campus programs:

1. ESOL Literacy ESOL
2. Level I. Beginning ESOL
3. Level II: Low Intermediate ESOL
4. Level III: Intermediate ESOL
5. Level IV: High Intermediate ESOL
6. Level V: Low Advanced ESOL
7. Level VI: Advanced ESOL
8. Level VII: High Advanced ESOL
9. Level VIII: Advanced Skills Development
10. Citizenship

In cases where student enrollment is limited, class levels may be combined. In general, the levels correspond to the Mainstream English Language Training Project (MELT) as follows:

1. ESOL Literacy = MELT STUDENT PERFORMANCE LEVEL O- II
2. Level I ESOL = MELT STUDENT PERFORMANCE LEVEL I-II
3. Level II ESOL = MELT STUDENT PERFORMANCE LEVEL II-III
4. Level III ESOL = MELT STUDENT PERFORMANCE LEVEL III-IV
5. Level IV ESOL = MELT STUDENT PERFORMANCE LEVEL IV
6. Level V ESOL = MELT STUDENT PERFORMANCE LEVEL V
7. Level VI ESOL = MELT STUDENT PERFORMANCE LEVEL VI
8. Level VII ESOL = MELT STUDENT PERFORMANCE LEVEL VII
9. Level VIII ESOL = MELT STUDENT PERFORMANCE LEVEL VIII-IX
10. Citizenship Preparation is included in ESOL Literacy through Level IV. Students at Level V and above may take this class as a separate course for the purpose of preparing for the INS citizenship examination.

* The charts which follow describe the MELT student performance levels.

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

Teachers: Please invite input from your students and write their comments on the back of this form.

ADMINISTRATOR/TEACHER CURRICULUM EVALUATION FORM

Check the appropriate box in the survey below to assess the effectiveness of the Palm Beach County ESOL Competency-Based Curriculum for Pre-Literacy - Level IV.

Indicate the curriculum level that you are currently teaching if applicable.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. My students have been promoted during the 1990-91 school year					
2. Students attend more regularly					
3. The schedule of classes has expanded since the new competency-based ESOL curriculum was implemented					
4. The curriculum meets the educational needs of my students					
5. The curriculum based objectives are written at the appropriate level as indicated					
6. The curriculum is easy to use					
7. The curriculum is flexible					
8. The curriculum covers sufficient content for adult students					
9. The curriculum is interesting to the students					
10. The curriculum encourages students to participate actively in their ESOL class					
11. The curriculum accelerates the learning of English language skills					
12. The curriculum includes objectives which enable students to utilize the language necessary to cope with daily life					
13. The curriculum provides students with skills in listening, speaking, reading and writing					
14. The curriculum provides students with cultural insights to life in the United States					
15. The curriculum provides students with the information necessary to pass the citizenship requirements					
16. Students in my class have obtained, retained, or advanced in employeemnt due to increased English language proficiency					

ATTACHMENT D

Student comments:

Teacher comments:

ATTACHMENT D

TEACHING NATIVE LANGUAGE LITERACY

A GUIDE FOR TEACHERS OF ADULTS

DEVELOPED BY:
GERRY STREI

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

THE ADVANTAGES OF NATIVE LANGUAGE LITERACY PROGRAMS

Rationale:

Adults who cannot read or write in their native language often lack basic academic skills and the self-confidence to succeed in ESOL classes. This deprives them from fully participating in society and the lives of their children.

Often what occurs in adult ESOL programs is a "revolving door" syndrome -- namely, adults who are illiterate in their own language are placed in ESOL classes (for example, ESOL Literacy), only to find themselves lost because they lack very basic skills. The result is that they fail, start the course over and fail again. The end result, of course, is that they give up.

Research over the past decade has consistently shown that literacy proficiency in the native language greatly contributes to the acquisition of skills in a second language. The fact is that a student only learns to read once. The skill is then transferred into another language. With this fact in mind, a pilot project in teaching native language literacy to Haitians was undertaken at Carver Community Middle School in 1989. It has greatly improved the retention rate for these students once they enrolled in ESOL classes. The drop-out rate went from 85 % prior to initiation of the program to only 10% once the program got under way (see Attachment A).

Program Components:

The pilot program at Carver is actually a transition-to-ESOL program in which students begin studying native language literacy four nights a week then make the transition to two nights in the native language literacy class and two nights in ESOL Literacy. Students are grouped and put in classes according to their first or native language; for example, there are separate classes at Carver for Haitian Creole and Spanish Literacy. When students are ready they make the full transition to ESOL Literacy four nights a week and experience a higher retention rate and greater success in the ESOL classes.

The curriculum (see Attachment B) for native language literacy uses a combination of competency-based education and a Whole Language/ Freirean approach. The competencies reflect manipulative and other pre-reading/writing skills as well as survival skills as those found in the ESOL curriculum. Following the Freirean approach, subject matter or "learning themes" are generated by the students themselves, based on their own literacy-learning needs. Teachers use the competencies as a guide and supplement to the student-generated themes.

Factors Contributing to Increased Retention Rates:

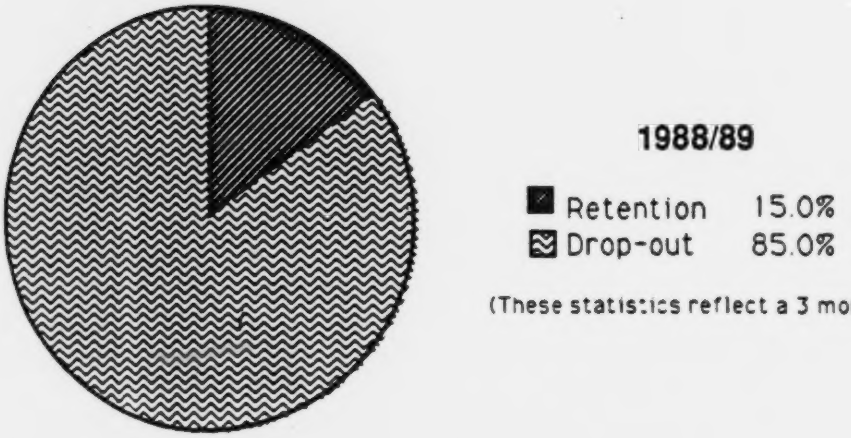
(The following points are cited in a district report on Native Language Literacy Programs and are based on the pilot program at Carver Community School.)

- A transition program has been designed where students attend native language literacy programs two nights per week and ESOL Literacy two nights per week.
- Native language curriculum is coordinated with ESOL literacy curriculum in the transition program. (Once the competency is mastered in the native language, it is introduced in English to reinforce and build confidence.)
- Native language literacy instructors act as advisors and sponsors for students being promoted.
- Transition from Native Language Literacy to ESOL Literacy is closely monitored by native language literacy instructors.
- Students are promoted to the ESOL literacy program as a class group to provide familiarity and security for the students as they begin with a new teacher.
- Transportation is provided by cooperating churches.

ATTACHMENT A

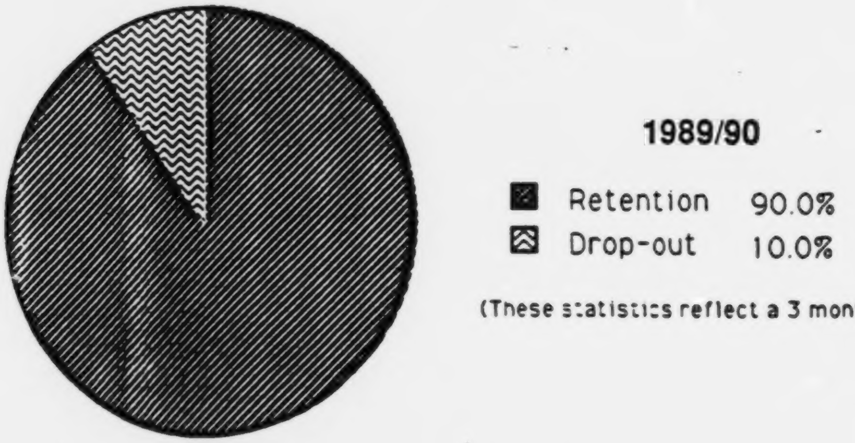
School Board of Palm Beach County
Department of Adult and Community Education
Retention Rates for Non-Literate Adults

A Pilot Program at Carver Community Middle School



(These statistics reflect a 3 month period.)

Retention rates for students non-literate in their native language who enrolled in ESOL Literacy Program.



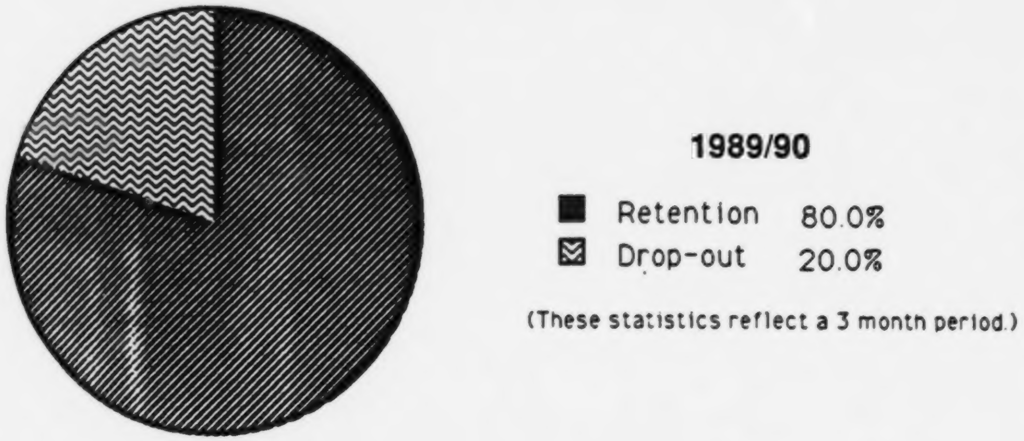
(These statistics reflect a 3 month period.)

Retention rates for students non-literate in their native language who enrolled in Native Language Literacy Program.

ATTACHMENT A

School Board of Palm Beach County
Department of Adult and Community Education
Retention Rates for Non-Literate Adults

A Pilot Program at Carver Community Middle School



(These statistics reflect a 3 month period.)

Retention rates after promotion from native language literacy to ESOL literacy.

ATTACHMENT B

A PILOT PROJECT IN CURRICULUM DEVELOPMENT AND TEACHER TRAINING FOR L_1 SPANISH AND HAITIAN-CREOLE LITERACY EDUCATION

Gerry Strei, Language Education Consultant - 5/3/90
Tel. (305) 792-3778

BACKGROUND AND RATIONALE:

The large population of Hispanic and Haitian immigrants in Palm Beach County includes many adults who cannot read and write in their native language. This fact, along with a lack of proficiency in ESOL, deprives many of them from fully participating in society and in the educational lives of their children.

Research over the past decade has consistently demonstrated that literacy proficiency in the native language greatly contributes to the acquisition of skills in the second or target language (See Cummins 1980, 1981, 1982, 1988, among others.). It is also clear that teacher competence and training in the area of language education is essential to the success of the language student in the classroom. Finally, the role of the language curriculum also plays an extremely important part in helping teachers and their students achieve their goals.

THE SETTING: CARVER COMMUNITY SCHOOL

Haitian Creole literacy classes are being taught by 4 instructors for approximately 70 students (11/89). The program consists of 5 - 6 months of pre-literacy and literacy training, solely in the native language (Haitian Creole). Once a student has passed the ESOL Readiness Test, s/he is placed in a 3 month program consisting of ESOL pre-literacy and Creole literacy (dual enrollment). Upon successful completion of this phase, the student enters the full ESOL program. The Spanish literacy program will eventually move in the same direction. Currently a small group of students works with 2 instructors on literacy skills in both L_1 and L_2.

PROJECT COMPONENTS/STAGES:

I. **Site Assessment** - Administrative, instructor, and student needs are surveyed and documented.

II. **Project Research & Development** - A model curriculum design (Freirean and competency/objective-based) is researched and developed; staff & faculty training workshops are planned.

III. **Project Implementation** - Workshops are held to: evaluate existing instructional materials and create new ones; plan and design entrance, progress, and exit testing; develop class activities based on language acquisition models and a Freirean approach to literacy education.

IV. **Final Report & Recommendations** - (Available by June, 1990)

SPANISH & CREOLE PRIMARY LANGUAGE SUPPORT PROGRAM FOR LITERACY DEVELOPMENT

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

Prepared by Gerry Strei, Language Education Consultant

CURRICULUM OBJECTIVES:

Introduction

The pilot program initiated at Carver Community School uses the Freirean approach to native literacy education. The curriculum basis of this approach is student-centered -- that is, the curriculum should be formed by the students themselves, consisting of topics generated by them and based on their own literacy-learning needs. Teachers in this program have been shown ways to elicit literacy needs from their students: for example, by simply asking, "What do you want to learn to read and write?"

The following list of objectives is based on the needs which the students in the pilot project have expressed as well as those from other, similar programs in the country. By making this list available to teachers, it is not the intention that they ignore student-generated objectives, but rather that they use the list as a basis for comparison with their own students' needs and as a supplement for use on those occasions when student-generated objectives are lacking or too limited.

Note: The entries on the list beginning with 2.0 PERSONAL AND SOCIAL INFORMATION are not formulaically stated as they usually are in a set of teaching "Goals and Objectives" or other statements of curricular "tasks" -- i.e., repeating "The student will + VERB (perform a specific task)" over and over. Instead I have simply headed each list with mention of the skill required:

--for example, (READING:)

and then listed the task-content as nouns:

--for example, "Newspaper ads".

L_1 CURRICULUM OBJECTIVES:

Phase I: Literacy Readiness and Pre-Literacy

1.0 MANIPULATIVE SKILLS

1.1 Student recognizes and differentiates among shapes, letters, and numbers

1.2 Correctly holds writing utensil

1.3 Traces shapes, letters, and numbers (within a given context)

1.4 Prints letters of the alphabet and numbers 1-100 (within a given context)

1.5 Uses letters of the alphabet in writing cursively (within a given context)

2.0 PERSONAL AND SOCIAL INFORMATION

(READING AND WRITING:)

Student reads and writes (printed and cursive)....

2.1 Full name legibly

2.2 Address: number and street, apartment number, city, state (full form and abbreviation), and ZIP

2.3 Telephone number, including area code

2.4 Dates of birth (self, spouse, children)

2.5 Social security number

2.6 Family member terms: mother, father, children, daughter, son, grandfather/mother, aunt, uncle, cousin, etc.

2.7 Terms of affect: love, kindness, warmth, security

2.8 Time of day, days of the week, months of the year

2.9 Numbers 101-1000 (numerical values)

2.10 Basic colors

2.11 Money information: denominations of currency, change amounts; cost of food, clothing, and furniture items

2.12 Postal information: stamps, first class, airmail, postcard, overseas, register-a-letter, special delivery, express mail

2.13 Basic signs: enter, exit, no admittance, do not cross, etc..

2.14 Directions: left/right, straight ahead, back up, behind, in front of, etc.

2.15 Emergency vocabulary: 911, fire, accident, rescue, ambulance, help, etc.

2.16 Government information: post office, police, police station, IRS, HRS, INS, etc..

2.17 Titles for use with names: Mr., Mrs., Ms., Sir, Madam, etc.

2.18 Letter greetings: Dear Sir/Madam, To Whom It May Concern

3.0 NATION, CULTURE, AND ENVIRONMENT

(READING AND WRITING:)

3.1 National information: name of student's country of origin, United States of America, president of the U.S., capital city of the U.S.

3.2 State and local information: names of the state, county, city, and community subdivision; name of the state governor

3.3 Map recognition: country of birth, U.S.A.. State of Florida, county, city, subdivision

3.4 Flag recognition: native country, U.S.A.; colors of these flags

3.5 Temperature and Seasons: Fahrenheit degrees (and basic mention of Centigrade); spring, summer, fall, winter

3.6 Linear measurement: inches, feet, yards, miles

3.7 Kinds of animals, minerals, and food groups; liquids and solids

Phase II: L_1 Literacy during ESOL Pre-Literacy (Dual Enrollment)

4.0 SHOPPING

(Primarily READING:)

4.1 Types of stores, by their signs out-front or their ads in newspapers and other media

4.2 Departments within a store

4.3 Sales announcements and symbols relating to prices (Ex. "90% Markdown!!)

4.4 Bill paying by cash and check; credit information

4.5 Taxable items: state sales tax

(WRITING:)

4.6 Paying by check or money order

5.0 HOUSING AND HOUSEHOLD

(READING:)

5.1 Available resources for locating affordable housing: newspaper ads, real estate information, agency referrals

5.2 Rental agreement or contract

5.3 Utility and other household bills (and their components -- ex. "Previous Balance," "New Charges," "Sales Tax," etc.)

5.4 Appliance, tool, and meter information (ex. control settings, warning labels, etc.)

5.5 Resources for seeking help in getting a household item repaired or replaced: yellow pages ads, newspapers, etc.

5.6 Food information: purchasing (ads, coupons); storage labels (expiration dates, shelf life); preparation (microwave use, recipes)

(WRITING:)

5.7 Bill payment via check or money order

5.8 Simple consumer notes to utility companies or manufacturers (ex. bill queries, complaints, requests for further information, etc.)

6.0 HEALTH AND NUTRITION

(READING:)

6.1 Basic human physiology: parts of the body, body fluids

6.2 Illness and accident terms: pain, sore, cuts, burns, etc.

6.3 Health personnel titles: doctor, nurse, dentist, etc.

6.4 Basic medical terms: x-ray, laboratory, blood test, urine sample, clinic, hospital, emergency, ambulance, etc.

6.5 Medical information: medication directions on pill containers, medical appliance-use instructions

6.6 Selection and preparation of nutritious foods; body intake needs such as vitamins, minerals, foods low in fat, etc.

(READING AND WRITING:)

6.6 Medical history information (ex. forms to be filled out in doctor's office)

6.7 Health insurance statements (ex. forms required at doctors' offices, clinics, or hospitals)

6.8 Medical release & waiver forms

7.0 EMPLOYMENT

(READING:)

7.1 Newspaper or other posted or listed job ads

7.2 Procedures for applying for a job (ex. as posted in a state employment office: "1. CHECK IN AT THE INFORMATION DESK
2. FILL OUT THE APPLICATION FORM AT ONE OF THE TABLES
3. PLEASE TAKE A NUMBER" etc.)

7.3 Work contract and "Benefits Statement" (ex. life and health insurance, retirement, vacation, emergency/sick leave, etc.)

7.4 Safety vocabulary: posted safety rules; safety items such as aprons, goggles, hard hats; etc.

7.5 Basic equipment and tool terms associated with one's job (ex. carpentry, maintenance, factory, hammer, broom, press (as n. & v.), forklift, etc.

(READING AND WRITING:)

7.6 Job application form

7.7 Simplified resume

8.0 PARENTING AND SCHOOLING

(READING:)

8.1 Public notices regarding school matters (ex. mandatory school age attendance, procedures for enrolling the child, busing information, etc.)

8.2 Terms involved in school enrollment: registration, immunization, physical, birth certificate, homework, PTA, counselor, principal, etc.

8.3 Terms related to legal aspects surrounding AIDS, child abuse, and other child-welfare issues

(READING AND WRITING:)

8.4 School-related announcements and notes (ex. reading and replying to information sent home with children)

9.0 TRANSPORTATION AND TRAVEL

(READING:)

9.1 Basic traffic signs: "Stop," "Yield," "School Zone," etc.

9.2 Driver license information and test-taking procedures and forms

9.3 Automobile insurance information (especially the basic types, legally required within the state)

9.4 Traffic citation, court appearance, and driver's school information

9.5 Basic map directions (ex. map reading skills)

(READING AND WRITING:)

9.6 Driver license application and testing

9.7 Automobile insurance applications

9.8 Driver's school registration

ATTACHMENT B

SPANISH & CREOLE NATIVE LANGUAGE LITERACY PROGRAM

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ADMINISTRATOR/TEACHER EVALUATION

Circle the appropriate number in the items below to indicate your assessment of this pilot program's objectives and goals.

1 = Minimal or no achievement of objectives/goals
2 = Fair to moderate achievement
3 = Substantial achievement
4 = Completely succeeded in reaching stated expectations

I. STAFF PREPARATION

1. How well was the general plan of how the course was to be presented to the students explained?

   1 2 3 4

2. How thoroughly was the theory and background of the Freirean approach presented?

   1 2 3 4

3. Assess the usefulness of explanations about classroom techniques in literacy education:

   1 2 3 4

4. How would you describe the information given you about assessing your students (ex. entrance testing)?

   1 2 3 4

II. CLASSROOM PRACTICE

1. Describe consultant input regarding classroom activities:

   1 2 3 4

2. How would you assess the usefulness of your preparation (as indicated above) in terms of actual classroom performance outcomes?

   1 2 3 4

3. Assess teaching activities which took place as they relate to student-stated and student-centered needs:

   1 2 3 4

SPANISH & CREOLE NATIVE LANGUAGE LITERACY PROGRAM

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

Evaluación del Programa de Enzeñanza:

Instrucciones al Estudiante: En las preguntas abajo, ponga un círculo alrededor del número que indica su evaluación de las metas de este curso:

1 = Mínima o no realización de las metas
2 = Regular
3 = Sustancial
4 = Completo, excelente

A. ¿Cómo parece la introducción y explicación del motivo y método de este curso?

1 2 3 4

B. Evalue el método de enseñanza de este curso en relación a los dichos objetivos:

1 2 3 4

C. ¿Cómo parece la realización de sus deseos de empezar a aprender a leer?

1 2 3 4

D. ¿Cómo parece la realización de sus deseos de empezar a aprender a escribir?

1 2 3 4

F. Describa la reacción (feedback) que usted recibe de sus esfuerzos en este curso?

1 2 3 4

G. Evalue las actividades del curso en términos de sus propias necesidades de aprender a escribir y leer el idioma:

1 2 3 4

H. Evalue las actividades del curso en terminos de los intentos del profesor:

1 2 3 4

11

USE EL OTRO LADO DE ESTA HOJA PARA ESCRIBIR CUALQUIER COMENTARIO O OBSERVACIONES QUE USTED TIENE SOBRE ESTE CURSO.

TEACHING ESOL LITERACY

A GUIDE FOR TEACHERS OF ADULTS

DEVELOPED BY:
GERRY STREI

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

A GUIDE TO TEACHING ESOL LITERACY

INTRODUCTION

The purpose of this Guide is to assist you in three basic ways -- to understand WHO your students are, to know WHAT it is they need to learn, and to know HOW to help them. You will find basic background information that you need to know as well as practical, hands-on tips for use in the classroom.

"Who are my students? What are their backgrounds?" As you probably already know, all of the students in the ESOL Literacy classes speak a language other than English as their native language. However, it is important to know that not all of them read and/or write their native language (or any other language, for that matter) very well. Many of them may still be trying to deal with the basic skills of literacy -- namely, matching sounds to letters and words or even just getting the hang of recognizing differences in graphic shapes. Still others may not be used to classroom learning as we know it, and will need to be taught basic classroom behavior (such as raising their hands) and basic study skills. Some may even need to learn the very basic concept that the pictures and drawings we find in our books or put on the chalkboard are actually substitutes or symbols for the real thing. And, of course, there will be those who can read and write their native languages, but with non-Roman alphabets completely different from ours.

"What exactly is it I'll be teaching? Of course, I know I'll be teaching English, but exactly what will the course consist of?" As is the case for the entire ESOL program, ESOL Literacy uses a competency-based curriculum (see Attachment A). By now you should have a copy of the student competency checklist of ESOL Literacy competencies. It identifies eleven instructional areas and suggests the skill areas to be emphasized for each (listening, speaking, reading, and/or writing). The areas are: Personal Skills, Community Skills, Knowledge of Our Country, the Environment, Nutrition, Shopping, Housing, Health, Employability, Transportation/Travel and Parenting. As you can see, grammar is not what it's all about. You will not use grammar and its rules as the primary course content; instead that aspect of language will play a secondary or subordinate role to the competencies and to communication. As a matter of fact, most of these competencies and communication skills are the subject matter of the textbooks assigned to ESOL Literacy.

"How do I teach ESOL literacy? Is there a particular method I should use?" The answer to that is the subject matter of the rest of this Guide. You will also be able to answer it yourself as you get to know the different learning and language-acquiring styles of your students. A sample lesson plan is included as a model (see Attachment B). Also, a blank lesson plan sheet is included for your use (see Attachment C).

METHODS AND TECHNIQUES

On the last page of your Checklist of ESOL Literacy Competencies, you will find a list of suggested methods and techniques to use in class. You can find out more about them in books such as **Methods That Work** (edited by John Oller, Jr. & Patricia Richard-Amato and published by Newbury House) and **The Natural Approach** (by Stephen Krashen & Tracy Terrell and published by Alemany Press). For your immediate use, however, we have provided information and suggestions especially relevant to teaching the ESOL literacy student:

Phonics:

This approach to teaching basic beginning literacy has been around for a long time. It is based on grouping letters according to their corresponding sounds. This often results in giving students phonetically rule-ordered lists of words to memorize. Only certain students learn well from this approach. Others, particularly right-brain dominant students, often learn nothing at all from phonics. Phonics is a part of what is called a "synthetic approach" to teaching language. The concern here is that the student master the elements or pieces of language in a sequence -- first the small ones such as letters and syllables and only later on words, sentences and discourse. Focus is also placed on grammar, and students are taught grammar points, first simple ones and later on, more complex structures. Again, some students may not learn well from such "synthesis." All of which points to the fact that you must vary your method and approach to suit the individual learning styles of your students.

Communicative Language Teaching (CLT):

On the other side of the spectrum is an approach which views language learning as "learning to communicate." Instead of grammar rules and isolated words, meaning in a communicative context is central to this approach. Students are exposed to short, meaningful conversations from the very start ("Hello. I'm your teacher, Mrs. Brown. What's your name?"). They learn the meaning of such sentences through context, gestures, pictures, objects, etc., rather than through grammar drills or explanations (I'm = I am; You're = You are, etc.). In addition, reading and writing are often taught from the start based on the aural/oral (listening/ speaking) skills from which the student acquires language in a meaningful context. Most adult students learn well through this approach.

Freire and Whole Language:

The Brazilian educator, Paulo Freire, bases his approach on the students themselves and their needs. The curriculum is student-centered in that students are asked which words and themes they would like to learn to read and write. Whole language (rather than pieces of it) is central to this communicative approach. Whole language programs use whole units of communication and never focus on the separate parts of language - phonemes, grammar structures or vocabulary lists. The skills of language are not treated separately either, since in real life, for example, speaking involves listening. Reading and writing are linked to speaking and listening in that students read aloud what they have written and are asked to comment on what is read by their classmates. A whole language program focuses on the language which students need and want to learn in order to function in society.

The books you will be using in the ESOL Literacy courses use some phonics but much more whole language. You can select materials which are suitable for the different kinds of learners in your class. A materials list is included in this guide.

A Note about Using the Student's First Language in Class:

You are welcome to use students' first language in class to get certain points across, such as directions. If you do not speak the student's home language, you may ask students to work cooperatively to provide explanations in the home language as needed. If your school has a community language facilitator, you may ask for assistance as needed. Other alternatives may include volunteers, students of foreign languages and/or use of a bilingual dictionary. Encourage the use of English in a positive, meaningful way. However, do not forbid the use of the home language. The student will produce English as language ability increases and the "affective filter" (stress factor) is lowered.

A Note about the Silent Period:

Most students, particularly at the very lowest levels, will go through the Silent Period where they will not feel comfortable enough with English to speak. They will, however, be actively listening and processing the language. Do not mistake this Silent Period for apathy on the part of the student. Rather, give the student plenty of comprehensible language to process and react to using yes/no questions, manipulatives and/or Total Physical Response (see explanation below).

ACTIVITIES

What follows are listings and descriptions of a variety of activities for use in your classes. Sometimes these include descriptions of the content to be taught. The activities suggested here range from the very basic (eg. pre-reading activities) to the more advanced (role playing) and from the very general (games) to the very specific (such as getting students to follow a recipe you read aloud in class: "How to Make Popcorn").

Pre-reading Activities:

The learner...

- matches two or more objects that are the same.
- given three objects (2 same, one different), points to the one that is different.
- given three objects, points to two which are of the same color, shape and size.
- given a symbol (eg. a star) at the left of a row of mixed symbols (including some stars), circles the same symbol.
- follows your directions to move his eye/finger in left-to-right and top-to-bottom progression.
- follows along a line of print from left-to-right.
- circles different words which are read aloud to show that s/he recognizes oral speech in its written form.
- points out the difference between upper and lower case letters, commas and periods and other such symbols.
- forms symbols s/he has been taught (eg. a heart shape for love, etc..)
- circles the punctuation marks that are the same in a row of different marks.
- circles the lower case letters in a row of both upper and lower case.
- circles the upper case letters in a row of both upper and lower case.

- circles the letters that are the same in a row of different letters (both upper and lower case, separate and mixed).
- circles the numbers that are the same in a row of different numbers.
- circles the words that are the same in a row of different words.
- reads alphabet letters and numbers aloud as other students and the teacher write them on the board.
- writes letters and numbers down as the teacher and/or other students read them aloud.
- spells words (including own name) aloud.

Sight Word Activities

Sight words are learned as whole units, as opposed to learning them in parts by syllable. Choose sight words for students to learn to read and write from ones they already have been exposed to aural-orally.

- Make a sentence out of sight words and final punctuation and write them on a card. Have different colored cards for questions and answers.
- Model the sentences orally; learners repeat.
- Ask individual learners to read the sentences aloud as classmates repeat.
- Have students cut the cards in pieces to separate the words and punctuation marks.
- Model the individual words orally as learners repeat.
- Distribute the word cards and have learners say them aloud as the other students repeat.
- Collect word cards, mix them up and randomly distribute them (along with the punctuation cards) to learners.
- Have learners work together to reconstruct the sentences.
- Have them read the reconstructed sentences (in question/answer pairs) aloud.

Sample Lesson Plan for Teaching Sound/Symbol Relationships

(from **ESL/Literacy for Adult Learners** by Wayne Haverson & Judith Haynes - Prentice Hall Regents, 1982)

Lesson One: M m /m/

Teacher	Activity/Response
1. This is the letter m.	1. Print letter m on board. Learners listen.
2. This is a man.	2. Show visual. Learners listen and repeat 3 times.
3. This is the letter m.	3. Point to letter m on board. Learners listen.
4. The sound of the letter m is /m/ as in the word "man."	4. Learners listen.
5. m-an man, m-iss miss, m-op mop, (much, my)	5. Teach learners to make the sound /m/. Model sound and each word separately. Learners listen and repeat 3 times.
6. What is the sound of the letter m?	6. Learners respond /m/. If learners have difficult with the formation of the sound /m/, repeat steps 1-6.
7. What is the name of the letter?	7. Point to letter m. Learners respond m. Prompt, if necessary.
8. Listen to some words with the sound /m/.	8. Learners listen.
9. Listen and repeat.	9. Model each word separately. Learners listen and repeat three times.

Teacher Developed Game

Have students fill in the blanks with appropriate /m/ words. For example:

/m/ My name is ________________. (Maria)
My husband's name is ________________. (Mike)
We come from ________________. (Mississippi)
I like to bake ________________. (muffins)

Total Physical Response (TPR)

(For more information about TPR, see **Learning Another Language through Actions: The Complete Teacher's Guidebook**, 2nd Edition, by James J. Asher, Sky Oaks Productions, Los Gatos, CA.)

TPR, somewhat like the game, "Simon Says," has the teacher give commands which students then perform. Here is an example of how it works in a beginning activity.

1. Choose vocabulary from the immediate classroom environment -- words which are important for the student to know.

2. Start this activity by having one or two students volunteer to participate by coming to the front of the class and sitting across from you in chairs.

3. Sit in a chair yourself and say:

   "Stand up." (Demonstrate the action by standing up.)
   "Sit down." (Demonstrate by sitting down.)

4. Repeat each command and each time motion to the two students to stand up (by moving your hands, palms up, upwards) and to sit down (using the opposite gesture). [They stand and sit.]

5. Face the entire class from your seat. Stand up. Say "Stand up" as you motion to the class to stand up. [Everyone stands.]

6. Sit down and say, "Sit down" as you motion to everyone to sit down. [Everyone sits.]
   Repeat Nos. 5 and 6.

Avoid "barking" the commands. Instead, use a pleasant tone of voice, smile, and compliment students ("very good") from time to time. Through this activity, students learn meaningful sentences as they internalize the sounds of the words. Move from a basic TPR activity like the one above to gradually more advanced ones such as: "Open your books to page X." "Stand up. Put your books on your chairs." Call on individuals: "Turn out the lights in here." "Close the windows and open the door." Gradually students will want to try speaking (repeating) the commands themselves. You can use the sight word card activity above with the command sentences to help students learn to speak and read them. Finally, they can practice giving the commands to you and to the other students.

Language Experience Stories

(For more information about the Language Experience Approach, see **Language Experience Approach to Reading (and Writing): LEA for ESL** by C. Dixon and D. Nessel, published by The Alemany Press.)

Language Experience Stories are generated by the learners themselves. They can be as short as two sentences. They can be simple descriptions of the classroom or the story creator, a life experience or anything else the student wants to say. Stories can be created by individuals or groups of learners. Follow these steps:

1. Ask the student(s) to relate a story out loud as you write it. Be sure to use the exact vocabulary and structures which are dictated to you.
2. Read the story to the student(s). Point to individual words from the story as you read it aloud.
3. Have the student(s) read the story aloud.
4. Correct the story with the student(s), reading the elements aloud which you remove, add, or alter.
5. Read the corrected version aloud.
6. Have the student author(s) read the new version aloud.
7. With permission from the student author(s), write the story on the board or overhead transparency to share with the class. Have the class read it aloud. Copy it down on separate paper.
8. Erase the board. Read the new version from your separate paper aloud (at least twice) as students write it on separate paper or on the board. Review the dictation with the students.

This is a highly successful method with low level literate adults. However, discretion must be used when asking students to share stories with the class. Some students may not feel comfortable about having their stories read aloud, while others will be eager to share. Gradually, most students will want to share their stories. Creating cooperative group stories usually helps to alleviate student anxiety about sharing stories.

At a higher level you can reverse the process -- you make up a story and dictate it to the students.

Fill-in-the Blanks and Cloze Procedures

As students recognize simple to more complex parts of sentences, they can practice writing these parts by filling in blanks which you create. The blanks can be for small parts such as punctuation marks up to larger parts such as whole words and even phrases. Many advocates of the Cloze procedure recommend that a pattern be repeated such as every seventh or ninth word. However, when reviewing vocabulary with ESOL students, it is often more effective to create a pattern in which the student(s) provide vocabulary which is being reviewed. Here are some examples:

Punctuation Level:

Hi_ How are you_
I_m fine_ And you_

Letter Level:

T_is is a go_d w_y t_ l_ar_ h_w _o sp_l_.

Morpheme or Syllable Level:

Please ___peat what you start___ to say earl____.

Word Level (includes traditional "cloze"):

How _______ you today? _______ just fine, thank _______.

Phrase-Sentence Level:

What do you like to do in your free time?
Well, I ____.

Suggested Activities from the **Handbook for Adult Education - ESOL:**(The **Handbook** was compiled by Sheila Acevedo for Orange County Public Schools):

Action Oriented:

Dialogs (teacher written, student written)
Role Plays (teacher written, student written)
Interviews
Demonstrations (cooking repair, building, sports, etc.)
Pantomime
Oral reports (news, weather, cultural events, etc.)
Discussions
Games
Singing
Jazz Chants
Creating advertisements
Scavenger hunts

Skills Oriented:

Listening to stories followed by exercises (question/answer and discussion)
Open-ended stories (students complete orally or in writing)
Cloze activities
Language experience stories
Minimal pairs, words, phrases, and sentence repetition
Crossword puzzles
Word searches
Reading advertisements
Silent sustained reading
Collecting information for an action activity
Copying
Unscrambling words or sentences
Dictation
Proofreading
Multiple choice activities
Matching
Fill-in-the-blank exercises
Conversions and restatements (oral and written)
Sentence combining
Sentence expansion
Summarization
Sentence construction
Paragraph construction
Composition
Letter writing
Dictionary skills exercises
Typing (word processing)
Layout (students may develop class newsletters, newspaper, or year book)

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER Deborah Harris
LEVEL ESOL Literacy
MESTER/YEAR III 1991
DATE
CLASS # 134

COMPETENCY# 5.1 Recognizes basic foods (and groups)

Cultural focus:
Food differences - color,
Cooking methods
National dishes

Procedure:

L S Introduce vocabulary w/visuals
- names] model repeat
- groups]

S Ask/answer questions regarding food
- color
- group - fruit/vegetable/meat/fish/dairy

* R Read/spell food words and match to pictures
* W Write names
* L W Dictation

Structural focus:

1. Short answers/articles

It's a..../They're....
It's an.../

2. Stating likes/dislikes

I like/I don't like
He/She likes/He/She doesn't like

TEXT/MATERIALS

English For Adult Competency I	pp 36 & 37
Longman Photo Dictionary	pp 15 & 16
Magazine Pictures	
Play Food	

EVALUATION

Students name foods correctly
Matching game
Sort foods according to group

ATTACHMENT A

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER ______________________ LEVEL __________ MESTER/YEAR __________

DATE ______________________ CLASS # __________

COMPETENCY# __________ ______________________

Cultural focus:

Structural focus:

Procedure:

TEXT/MATERIALS

EVALUATION

III-12

ATTACHMENT B

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL) Curriculum
PBSD ESOL Literacy Competencies
MELT SPL 0-II

NAME ____________________ BEGINNING DATE ____________________

TEACHER ____________________ PROMOTION DATE ____________________

SKILLS*	1.0	PERSONAL SKILLS	**SKILL ACHIEVED	DATE
L S	1.1	States vocabulary for name (Name: first, middle and last)	___	___
L W	1.2	Prints full name legibly	___	___
L S	1.3	States address: number and street	___	___
L S	1.4	States full address: number, street, city, state and zip code	___	___
L W	1.5	Prints full address	___	___
L S	1.6	States area code and telephone number	___	___
L W	1.7	Writes own telephone number including area code	___	___
L S R W	1.8	Knows numbers 1 - 100	___	___
L W	1.9	Writes social security number	___	___
L S	1.10	Recognizes "A" number (where applicable)	___	___
L S R W	1.11	Identifies and writes date of birth	___	___
L S R	1.12	Recognizes basic shapes	___	___
L S R	1.13	Recognizes basic colors	___	___
L S R	1.14	Recognizes left to right progression in reading English	___	___
L W	1.15	Correctly holds writing utensil	___	___
L R W	1.16	Traces shapes, letters, and numbers	___	___
L S R W	1.17	Knows numbers 101-1000 (numerical values)	___	___
R W	1.18	Prints letters of alphabet within context of vocabulary (manuscript)	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing

**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

ESOL Literacy
Page 2

SKILLS*	**2.0**	**COMMUNITY SKILLS**	****SKILL ACHIEVED**	**DATE**
L S R	2.1	Identifies titles for use with names	___	___
L S	2.2	Demonstrates ability to perform various types of informal greetings	___	___
L S R	2.3	Knows and can identify important emergency vocabulary (911, fire, accident, rescue, ambulance, etc.)	___	___
L S R	2.4	Recognizes governmental agencies and offices (post office, police station, INS, HRS, IRS, etc.)	___	___
L S R	2.5	Identifies basic survival signs (enter, exit, stop, caution, men, ladies, etc.)	___	___
L S R	2.6	Knows directions (left/right, straight ahead, behind, in front of, etc.)	___	___
L S R	2.7	Understands stamps (first class, airmail, postcard, overseas, etc.)	___	___
L S	2.8	Understands currency denominations and change	___	___
L S R	2.9	Recognizes parts of an address on an envelope	___	___
L S	2.10	Uses vocabulary for seeking simple directions	___	___
L S	2.11	Understands basic legal rights (Miranda)	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**
****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

SKILLS*	3.0	KNOWLEDGE OF OUR COUNTRY	**SKILL ACHIEVED	DATE
L S R	3.1	Identifies the U.S. on a world map	___	___
L S R	3.2	Identifies Florida on a map of the U.S.	___	___
L S R	3.3	Recognizes the U.S. flag	___	___
L S	3.4	Names the colors of the U.S. flag	___	___
L S	3.5	Names the current president of the U.S.	___	___
L S	3.6	Knows the name of the current governor of Florida	___	___
L S R	3.7	Identifies the capital of the U.S. and its location on a map	___	___

SKILLS*	4.0	KNOWLEDGE OF OUR ENVIRONMENT	**SKILL ACHIEVED	DATE
L S R	4.1	Tells time (analog and digital clock)	___	___
L S R	4.2	Names the days of the week	___	___
L S R	4.3	Names the months of the year	___	___
L S R	4.4	Understands the use of a calendar	___	___
L S R	4.5	Understands the concept of temperature	___	___
L S R	4.6	Understands the concept of linear measurement (inches, feet, yards and miles)	___	___
L S R	4.7	Identifies different types of animals	___	___

SKILLS*	5.0	NUTRITION SKILLS	**SKILL ACHIEVED	DATE
L S	5.1	Recognizes basic foods	___	___
L S R	5.2	States the cost of food items	___	___
L S R	5.3	Understands food expiration dates	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing

**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	6.0	SHOPPING SKILLS	**SKILL ACHIEVED	DATE
L S R	6.1	Recognizes types of stores	___	___
L S R	6.2	Identifies clothing items	___	___
L S R	6.3	Understands concepts of American clothing and shoe sizes	___	___
L S R	6.4	Recognizes departments in a store	___	___
L S R	6.5	Recognizes symbols relating to money (dollar sign, cent sign and decimal point)	___	___
L S R	6.6	Understands differences among cash, check and credit payments	___	___
L S R	6.7	Understands concept of state sales tax	___	___
L S	6.8	Recognizes taxable and non taxable items	___	___
S R	6.9	Identifies "amount due" on bill	___	___

SKILLS*	7.0	HOUSING SKILLS	**SKILL ACHIEVED	DATE
L S R	7.1	Identifies types of housing (apartments, duplexes, houses, mobile homes, etc.)	___	___
L S R W	7.2	Determines cash amount for payment of bills	___	___
L S R W	7.3	Demonstrates ability to purchase a money order	___	___
L S R	7.4	Understands means of locating affordable housing by using available resources (advertisements, real estate agencies, agency referrals, etc.)	___	___
L S	7.5	Can provide simple explanation when seeking assistance for repairs (leaking faucet, broken toilet, etc.)	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**
****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

SKILLS*	8.0	HEALTH SKILLS	**SKILL ACHIEVED	DATE
L S R	8.1	Identifies principal body parts	___	___
L S R	8.2	Recognizes basic vocabulary relating to illness/accidents (aches, pains, cuts, burns, etc.)		
L S R	8.3	Recognizes basic vocabulary relating to health personnel (doctor, nurse, technician, pediatrician, etc.)	___	___
L S	8.4	Provides simple explanation of a medical problem	___	___
L S	8.5	Recognizes procedures for making a medical appointment at a. doctor's office b. clinics c. hospitals	___	___
L S	8.6	Understands the importance of medical appointments	___	___
L S	8.7	Understands oral directions for taking medication	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	9.0	EMPLOYABILITY SKILLS	**SKILL ACHIEVED	DATE
L S	9.1	Demonstrates procedures for greeting co-workers and supervisors	___	___
L S	9.2	Understands procedures for applying for a job	___	___
L S	9.3	Identifies entry level job positions in a variety of business/industries	___	___
L S R	9.4	Understands the importance of safety rules at work	___	___
L S R	9.5	Understands the importance of safety clothing at work (aprons, gloves, goggles, hard hats, ear plugs, etc.)	___	___
L S	9.6	Demonstrates ability to ask for help on the job	___	___
L S	9.7	Demonstrates ability to ask for clarification of oral instructions	___	___
L S R W	9.8	Identifies basic tools and equipment associated with the following: a. carpentry (hammer, saw, screwdriver, pliers, etc.) b. household maintenance (vacuum cleaner, mop, broom, dust pan, iron, ironing board, dishwasher, washing machine, dryer, etc.) c. agricultural vocabulary (shovel, hoe, pitch fork, lawn mower, tractor, sprayers, forklift, etc.) d. factory vocabulary (as applicable)	___	___
L S	9.9	Understands concept of benefits at work (life and health insurance, retirement, vacation, emergency leave, etc.)	___	___
L R W	9.10	Completes a basic job application form	___	___
L S R W	9.11	Completes (with assistance) a simplified resume (one page) which can be carried in a wallet	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	10.0	TRANSPORTATION AND TRAVEL SKILLS	**SKILL ACHIEVED	DATE
L S R	10.1	Identifies basic traffic signs (stop, yield, school, speed limits, railroad etc.)	___	___
L S	10.2	Understands the basic legal requirements for driving in this state	___	___
L S	10.3	Understands the types of valid driver's licenses within the state	___	___
L S	10.4	Understands the correct procedure to follow when stopped by a police officer	___	___
L S	10.5	Understands the procedure for payment of traffic citation or court appearance	___	___
L S	10.6	Understands basic types of auto insurance legally required within the state	___	___

SKILLS*	11.0	PARENTING SKILLS	**SKILL ACHIEVED	DATE
L S R	11.1	Understands basic vocabulary relating to parents and children (mother, father, daughter and son)	___	___
L S	11.2	Understands mandatory school-age attendance and concept of free public education	___	___
L S R	11.3	Recognizes procedures for enrolling a child in school (registration, immunization, physical, birth certificate, etc.)	___	___
L S	11.4	Recognizes importance of a child's regular attendance at school	___	___
L S	11.5	Demonstrates knowledge of child abuse and legal consequences of abuse	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

Listening Skills

CH - Checklist

DEM - Demonstration

DIALG - Dialogue

GM - Game

MO - Manipulation/Operation

PUZ - Puzzle

S & T - Show and Tell

TPR - Total Physical Response

OTH - Other

Speaking Skills

CBA - Community Based Activities

DIALG - Dialogue

IN - Interview

MD - Mini-Drama

OP - (Short) Oral Presentation

PL - Plays

RP - Role Play

SGI - Small Group Interaction

SP - (Formal) Speech

SIC - Student Initiated Conversation

TDC - Teacher Directed Conversation

OTH - Other

Attachment C

Reading skills

LEA - Language Experience Approach

MATC - Matching Activities

MC - Multiple Choice

OBR - Oral Book Report

RCH - Reading Checklist

RDIS - Reading Discussion

RGM - Reading Game

SIR - Student Initiated Reading

SUM - Summary

SURV - Survey

WHL - Whole Language Activity

OTH - Other

Writing Skills

CLZ - Cloze Activity

CMP - Composition

CW - Creative Writing

DIC - Dictation

COP - Copying

FC - Form Completion

LW - Letter Writing

PW - Process Writing

RW - Report Writing

SDMD - Student Developed Mini-Drama

SDRP - Student Developed Role-Play

SJ - Student Journal

TRC - Tracing

WDIALG - Written Dialogue

WSUM - Written Summary

OTH - Other

TEACHING ESOL SURVIVAL/COPING SKILLS

A GUIDE FOR TEACHERS OF ADULTS

DEVELOPED BY:
EDWINA HOFFMAN

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

TEACHING ESOL SURVIVAL/COPING SKILLS

A GUIDE FOR TEACHERS OF ADULTS

Background

Both the United States and Florida have been affected by high immigration levels in the last decade. Today, the United States accepts to its shores more immigrants than the rest of the world combined! In 1990, Palm Beach County showed a 135.3% increase over the number of Hispanics residing in the county in 1980. Whether Haitian, Soviet Jew, Nicaraguan, French Canadian, Afghani, or Pole, the waves of newcomers affect the educational systems of each county, each state, and the nation as a whole.

Profile of the Adult Learner

Unlike kindergarten teachers who often have some sense of what their students know, the adult educator is often faced with a room full of learners representing a broad range of ages, goals, and skills. The range in English language abilities may be somewhat controlled by "leveling" the students, i.e. beginner, intermediate, or advanced. However, adult learners will also have differing academic abilities in reading, writing and math. Consequently, the adult ESOL teacher is faced with building survival/life coping skills in a number of areas, not just English language proficiency.

Although the adult learner can be more focused on language learning and may present fewer disciplinary problems, the adult can be subject to absenteeism and sudden program departures due to the everyday demands of work and family. Personal problems can interfere with the adult learner's commitment to an ESOL program. A teacher can motivate students by offering such relevant, high interest material that they make every effort to attend ESOL classes.

Adults and Second Language Acquisition

Both teacher and student need to set realistic language learning goals. There is ample evidence that after puberty, people have a great deal of difficulty in achieving native-like pronunciation in a second language. After adolescence, certain language abilities do not appear to develop fully in the adult second language learner.

Since virtually all the learners in adult ESOL are post-puberty and since much of what is taught in introductory ESOL relates to pronunciation and spoken forms, both student and teacher need to have realistic expectations in terms of English pronunciation. Several hundred muscles must be controlled to articulate human speech, so a realistic goal for both teacher and learner may be accepting intelligible approximations of English speech and not native-like pronunciation.

Teaching the Adult Learner

In the competency-based adult ESOL class, the teacher is a facilitator of learning. The student assumes greater responsibility for the learning task. This practice is consistent with androgogy, the adult education philosophy of adult learner participation in the direction of his/her learning. In the androgogical approach, teacher and students share decision making on classroom management and curriculum. A simple needs assessment contributes to the opportunity to provide input. This can be as basic as a chalkboard list of what students feel they need to learn.

Paulo Freire has suggested that adult learners be empowered through the classroom to take active leadership roles in the directions of their lives. He suggests a problem posing curriculum rather than a banking one to stimulate personal growth in learners. In banking curriculum, a teacher "deposits" information into students who dutifully attempt to absorb it. In problem posing curriculum, adult learners participate in determining the direction and boundaries of their learning. The teacher formulates questions to encourage students to think critically about their social situation. "The problem posing method draws out students' shared experiences of society" (Wallerstein, pp. 196-197).

If some ESOL teachers find that their students feel most comfortable with structured classroom management, they may need to give these adult learners time to experience the value of open discussions and shared decision making. They can help make the transition easier through cooperative learning activities or the enjoyment of music and games in the classroom. Incorporate these activities gradually - beginning with 10 or 15 minutes during a class session. Later the time can be increased and other activities added. Ultimately this type of activity will enable students to take more responsibility for their learning and make changes that they will act upon in their personal lives.

Through games, music, paired activities, or drama, teachers can create a non-threatening, enjoyable learning environment and alleviate some of the anxieties commonly experienced by adult learners. Such a non-threatening atmosphere lowers the inhibitions and discourages learners from taking a more active role in the direction of their learning and their lives!

The Process of Learning Another Language

As mentioned earlier, in mastering pronunciation, adult learners appear to be affected by age. Although mature learners bring to the language learning task a great deal of understanding of how language works, they seem to go through some of the same stages children do in acquiring both a first and a second language.

Second language learners are perceived as passing through the following production stages:

1) a silent period

2) one word or two word expression

3) chunks or phrases

4) sentences and extended discourse.

The silent period is that time when a learner of a new language is reluctant to speak and will understand more than what is indicated by their silence. In the silent period, a student puzzles out his/her stream of language attempting to determine meaning from facial and body gestures, voice intensity, and oral production. The silent period may last from six weeks to three months or longer, depending on the student. The sensitive teacher is aware of this and will not force a student to speak but will ask for gestural responses to indicate understanding. Total Physical Response (TPR), or James Asher's use of command forms, helps to build student confidence for mastering the English language. TPR requires the student to process messages then produce the appropriate action or oral response. Pantomime, mimicry and mime are all consistent activities for the silent period. Learners mime jobs, mimic emotions or pantomime problems encountered in their daily lives.

The key in this confidence building stage is to provide the student with non-threatening, success-oriented activities to perform. As the student sees over and over that s/he understands and can follow simple commands or directions, his/her confidence level rises and s/he feels increasingly capable of speaking English. Give plenty of encouragement and positive feedback, but do not force students to speak during their silent period. Many students have left ESOL classes, never to return, because a teacher, unaware of their silent period, forced them to speak prematurely.

When tentative oral production comes, it may only be a word or two. Thus, yes/no and either/or questions are appropriate during this time. Research shows that Basic Interpersonal Communication Skills (Cummin's BICS or the casual forms of language) take from one and a half to two years to master. Do not be disappointed by the length of time it takes second language learners to speak intelligibly. Have patience and be supportive of ALL efforts. Your students will sense this and appreciate you more for it.

H. Douglas Brown suggests the following stages of inter-language development:

1) random errors

2) emergent stage

3) systematic stage

4) stabilization

During the random error stage, Brown notes that the learner is not really aware of the structure of the target language. Inconsistencies will occur such as "Paul shoulds go, too."

In the emergent stage, the learners develop more solid production and a consistency in their output. Brown observes that some "backsliding" to old errors can occur in this stage.

During the systematic stage the student has a grasp of the order of the target language and approximates more accurately the true rules of the target language.

In the final stage, stabilization, the student conveys meaning systematically and with fluency. Unfortunately, there is some risk that during the stabilization stage when the student has achieved a certain linguistic competency, that certain errors will fossilize in the students' production. When an error "fossilizes" it becomes part of a learner's everyday speech. Some fossilized errors often seem beyond correction unless a learner works hard to change the habit.

With this in mind, in the early stages, teachers are encouraged to "model" correct pronunciation and grammar, but refrain from systematically correcting EVERY mispronounced word or incorrect sentence. The prime objective is communication. If the message was understood, model back the correct form and continue the communication. Correction will be more appropriate and effective in the later states of language acquisition.

Competency-Based ESOL Curriculum Overview

Adults attending ESOL classes have very immediate goals and specific needs for learning English. English learning often means access to better employment or to community acceptance. Certainly they have experienced the frustration of miscommunication. Consequently, adult ESOL programs offered by the School Board of Palm Beach County organize English instruction around competencies related to basic life skills topics which then spiral through the different levels of the program. Topics such as housing, employment, personal information, and community resources provide learners with relevant information that they can use immediately. The language taught is competency-driven and relates to a basic life skill or other pertinent community information. Sample lesson plans (see Attachment A), a blank lesson plan sheet (see Attachment B) and the student competency check sheets (see Attachment C) are included in this guide.

Teachers are encouraged to do an informal needs assessment on the chalkboard to determine in what order students would like to cover the various topics listed. Individuals give examples of what they want to learn and the class prioritizes the order in which they will learn the information.

Identifying Student Needs

Freirean philosophy and androgogy urge instructors of adult learners to cultivate a partnership with students in the learning process. In such a relationship students' input is validated through shared decision making.

A teacher can begin the empowerment process by listing on the chalkboard the competency areas or topics for the target ESOL level. Ask students to decide silently or in pairs their priorities for learning. Poll the class for their preferences as to which topics or competency areas should be covered and in what order. Such shared decision-making adds immediacy and relevance to what will be covered in class for the students and will better meet student needs. It is more likely that learners will continue in an ESOL program that gives them what they want.

The adult ESOL curriculum is written so that each topic or competency area is self-contained. Teachers can reorder topics to match learner interests. Lessons are taught holistically with topic and language integrated into a meaningful whole. Although teachers can explain grammatical and vocabulary-related points, they should teach language around life skills topics. Language learning is made more meaningful because it is tied to a survival competency.

Creating a Mutually-Supportive Learning Environment

Certain basic strategies are proposed as a means for enhancing shared learning and communication. Recognizing that many students come from countries where they are used to highly structured classes, the ESOL teacher begins with a "new" group using relatively structured behaviors to establish the credibility and seriousness of the program. With open entry/open exit programs at the adult level, it is possible that students would leave a program they perceive as too informal or not involving "serious" learning. For some students "serious learning" means memorization tasks and very formal teacher behaviors. Students in this mode are thinking of themselves as receptacles for the teacher's brilliance (Freire's "banking" philosophy).

Experienced teachers can move students into a more empowering mode by using classroom management techniques in which mutual teacher-student respect is fostered. By sharing both experiences and eventually the direction of the class, a teacher can lead students to assume a more active role in what they learn.

Classroom management is a critical component of holistic adult ESOL. Teachers are encouraged to incorporate Freirean principles including education as a two-way process, critical thinking, and problem posing. Teachers facilitate learning and form cooperative educational partnerships with their adult learners in the process.

Shared decision-making on topics, skills focus, classroom procedures, and even evaluation issues contributes to student growth. Students grow by learning through cooperative classroom management how to assume greater responsibility for the direction of their immediate lives.

Teacher Strategies

The following teaching strategies can form a reliable core for adult ESOL educators. They include:

1) Total Physical Response
2) Multisensory Language Instruction
3) Cooperative Learning
4) The Language Experience Approach
5) Journal Writing
6) Sustained Silent Reading
7) Music and Games
8) Whole Language

Total Physical Response(TPR)

James Asher believes that the Total Physical Response (TPR) method complements the natural stages of language acquisition experienced by children or adults. TPR recognizes the "silent period" in second language acquisition by incorporating a stage in which second language learners simply respond to commands such as "stand up," "sit down," or "hop on one foot." Teachers of beginning level students would plan activities which elicit non-verbal responses such as pointing to or touching items found in the classroom, performing simple classroom tasks ("Erase the blackboard.") Or moving certain body parts ("Shake your shoulders.") Visuals of community locations, occupations, or food items can also be used to elicit TPR responses such as: "Touch the strawberries." "Point to the fireman." "Walk to the supermarket."

Teachers can extend TPR activities to follow a short series of directions such as making a simple origami object, sandwich, or paper plane. It is possible to incorporate map activities or game formats which include TPR exercises. Groups of students can be asked to mime an action such as playing baseball, football, or tennis. The other students have to guess the leisure activity being mimed. A deck of cards made up of visuals of leisure activities can help determine which group does what.

Multisensory Language Instruction

Total Physical Response is only one possible expression of multisensory language instruction. Teachers of potentially English proficient adults should incorporate wherever possible visuals, real world objects (realia), demonstrations, and hands-on activities. In so doing, students are provided sensory opportunities to capture the meaning of language as well as to anchor it into memory through multisensory experiences. Students treated to a demonstration of how to make Cuban coffee will not forget the aromatic smells wafting from the open can of coffee, the sweet sugar, the rich colors of the grounds or the stages in assembling the Cuban coffee maker.

Such multisensory interaction with the process of Cuban coffee-making creates a holistic, meaningful experience for remembering language. In addition to using hands-on activities, demonstrations and realia, teachers are encouraged to develop picture files. Picture files organize visuals by categories: food items, clothing, furniture, leisure activities, housing options and so on. Students can be assigned to look for pictures of foods, clothing etc. to contribute to the class picture file.

Since many part-time adult ESOL teachers must use the trunks of their cars to store instructional materials, picture files are a highly portable, compact resource for adding visual representations to the meaning of the English being taught.

Cooperative Learning

Cooperative learning gives potentially English proficient students the opportunity to rehearse and to creatively use English. Students work in pairs or small groups to practice skills or brainstorm ideas. Teachers are urged to begin cooperative learning with students using high consensus paired activities. A high consensus activity is one in which there is only one answer or one way to do the pair or group work. For example, learners select a partner and review vocabulary using picture cards. High consensus cooperative activities produce specific outcomes. Learners might work together to complete a worksheet or to memorize a dialogue. Essentially, the partners in the cooperative learning activity have a clearly defined task to complete.

As students become comfortable with such limited responsibility for their learning, a teacher might introduce group activities involving three or four students. Such assignments should include roles or functions within the group for each group member to perform. Each partner should have a role in a dialogue or each member should have a task to contribute towards the completion of a project. By delegating roles or responsibilities in the group activity, the teacher assures the involvement of each member of the group. Teachers walk among the groups or pairs coaching responses and facilitating the development of the assignment.

Gradually, teachers should accustom students to brainstorming or the sharing of personal perspectives about topics. Eventually, the learners can be brought to a level of discussion where the participants analyze social issues and suggest solutions. A Freirean outcome would be to have group members define personal roles in bringing about change in their lives or the life of their community.

Teachers should be prepared to reorganize classrooms, moving furniture to adapt to the paired or group tasks to be completed. During pair or group work, the teacher should be in constant motion among the pairs or groups to coach language usage and promote ideas.

Cooperative learning can also include peer-tutoring where a more competent student teaches a classmate who has missed sessions or is having difficulty with aspects of a lesson. Such one-on-one tutoring frees the teacher to move about and work with other students.

The Language Experience Approach

The Language Experience Approach (LEA) uses the latest thinking on schema theory (relating new information back to student's knowledge or life experiences) and the association of meaning to teach reading skills. Teachers frequently stage a shared experience. In the Language Experience Approach students relate to the teacher their recollections of the experience they have shared. This could be a simple recounting of the steps in making Cuban coffee as mentioned earlier, or a reaction to a public health film on AIDS. The teacher transcribes the students' words exactly as they are spoken on to the chalkboard or chart paper. The learners can read the text as a group or individually. Some students like to copy the text for later practice. Initially, teachers should not correct the text. However, as language rules are explained, corrections can be made to bring the written expression closer to the appropriate forms.

Among the advantages to using the Language Experience Approach in teaching English reading is learner control over the topics of the LEA reading. By using the language students have produced to create the LEA text, the teacher knows the forms of English the students are able to control. In staging an experience for students to later share in writing, teachers can deliberately introduce and review vocabulary using realia and demonstrations. The text produced by students will reflect the language acquired through the shared experience. Writing down the experience helps the student conceptualize the meaning of the event and retain the language used to express the experience.

Sustained Silent Reading

Another strategy is sustained silent reading which encourages students to select and read a text of their choice at their own speed. During sustained silent reading everyone in class reads for a given period of time. This activity helps to build reader confidence.

To encourage reading in English, teachers should plan sessions of sustained silent reading where students read newspaper articles, magazines, or structured texts of their interest for fifteen or twenty minutes. Students can be asked to share what they have read as a means of encouraging discussion. Sustained Silent Reading builds confidence to read in English while also building receptive vocabulary. Adult comics or magazines are good beginning materials since they contain visuals to enhance meaning. Allow fifteen minutes in the beginning and extend the activity to twenty five minutes as students become comfortable with the activity. Follow this activity with discussion when appropriate.

Journal Writing

Once students are able to produce and read an English text, teachers can introduce journal writing on a regular basis. Students develop individual journals in which they dialogue through writing with the teacher. Again, the purpose is to build confidence, in this case, to write.

Teachers can begin the activity by writing a personal message or question in a student's journal. The student reads the message or question and writes a response which could include any questions of their own. Teachers should not correct the student's writings. Rather, teachers should model the correct forms by repeating the information in their response. A teacher can even underline the corrections in the teacher's responses so learners can pick up on the correct forms.

Since journal writing requires teachers to write personal responses to each student, teachers should schedule this activity carefully. One possible format is to set out the journals on Wednesday or Thursday for students to write that day. Teachers collect the journals and return them with responses in the first class session of the following week.

Music and Games

Adults may be taken aback at English learning through music and games, but during extended class sessions it is a resource for teachers to relieve the tension and stress of learning a new language. If a teacher has trouble carrying a tune, audiocassettes can be used for a sing-a-long or a dictation activity. Jazz changes are popular with all age groups. Songs using a cloze format can be used with a recording for dictation. Some song lyrics lend themselves to discussions or explanations of cultural elements. Games can include TPR-type activities or board games that elicit language. Bingo activities, language based card games such as Go Fish, and board games that require speaking enhance the language learning opportunities.

Whole Language

Competency-based ESOL fits neatly into the philosophy of Whole Language. Ken Goodman has said, "Language learning is easy when it's whole, real, and relevant; when it makes sense and it's functional; when it's encountered in the context of its use; when the learner chooses to use it." He further notes that language is personal and social and through its development it empowers the learner through ownership of the process. Goodman says, "In a word, language development is a holistic personal-social achievement."

Competency-based ESOL builds on this view by teaching the language related to mastery of a life skill or competency. Competency-based ESOL is holistic in that vocabulary, grammar, and cultural information are integrated into the life skill content to be learned. The language/competency/culture package is taught as a unit. Hence, teachers comfortable with using whole language strategies in other instructional environments will appreciate the partnership in learning between the teacher and adult students in acquiring language and life skills.

Assessment of Student Progress

If competency-based ESOL is taught holistically, then it can only be assessed holistically. Learners must be evaluated in terms of how they demonstrate competency as it relates to target life skills. Assessment mechanisms should include opportunities for learners to be observed demonstrating competency. Students are evaluated in terms of the successful demonstration of language and the target skill. Alternative assessment strategies are listed at the end of each competency checklist, ESOL Literacy - Level IV, under the heading "Student Skill Achievement Code List."

Multiculturalism in the Classroom

As teachers and learners interact in the learning process, teachers should validate the different students' cultural backgrounds by incorporating discussions of experiences, customs, or procedures from their respective native lands. Proper business attire varies from country to country. Filipinos wear barong tagologs, loose embroidered shirts, to the office and formal events. Venezuelans can wear the liqui liqui. Wedding customs and gift giving, food shopping and other common topics provide other opportunities to compare and contrast cultures.

Such cross-cultural comparison and contrast of workplace habits, courtesies at social events, or even the process of making a complaint, give learners from other countries the opportunity to share how things were done in their native lands and to compare them to how they are done here. This comparison and contrast technique affords everyone a chance to learn about each other's culture while learning how to function in American culture.

Teachers should avoid, at all costs, ethnocentric, judgmental statements and should create an atmosphere of honest acceptance and sharing during this important opportunity to learn about each other.

Classroom Management

Multilevels of English proficiency, as well as multilevels of reading and writing skills in students, help to make whole class teaching difficult. Compound the issue with open entry/open exit classes and teachers must be skillful managers of groups and group activities, mini-centers, as well as the selective assignment of tasks.

Teachers can develop a repertoire of strategies to use with adults which builds on their abilities to work independently or in small groups to learn. Centers can be as simple as file folders. Paired work can be based on role play, practice activities and discussions. Groups can work on projects of mutual interest.

Summary

The old "drill and kill" days of audiolingualism are over. The competency-based adult ESOL classroom should be a high energy, activity-oriented language learning experience centered on imparting meaningful information to the students. The teacher acts as a partner and a facilitator in taking student feedback on their needs and converting it to opportunities to learn English in a way that is both relevant and meaningful for the learner. In short, competency-based ESOL is a holistic, multisensory, lifeskills approach to teaching English to adults in the most efficient and relevant manner possible.

USING THE PALM BEACH COUNTY ADULT LESSON PLAN
DEVELOPING COMPETENCY-BASED ESOL LESSONS

A key part of a competency-based curricula is the individual teacher's development of lesson plans based on learner needs. As teachers get to know their adult learners and their goals, they should tailor class activities to what will be most meaningful for their students.

Steps in planning a competency-based lesson:

1) Identify learner needs.

2) Identify those competencies which best meet learner needs.

3) Select a cluster of competencies which could integrate well in a lesson. Example: Students often have to take relatives to doctors. The teacher should target competencies involving body parts, common illnesses, and medical instructions.

4) The teacher should take every opportunity to validate the adult learners' home cultures. In a lesson on medical visits, the teacher may ask students to share information on medical practices in their own homelands, including discussion of herbal or folk medicine practices. By asking for such cross-cultural contributions, the teacher acknowledges the importance of these previous experiences as they relate to going to a doctor in the U.S. Cultural objectives should be reflected in the Cultural Focus section of the lesson plan.

4) The teacher should next identify the Structural Focus. For responses to such typical medical questions as "What hurts?", a learner should practice "My ____________ hurts" etc.

6) Under Procedures, teachers should list review activities and the steps involved in developing the class.

7) Under Text/Materials, teachers should list any visuals of body parts, realia such as bandages, or any texts needed to implement the lesson.

8) Finally under Evaluation, teachers should describe a competency-based or holistic means of evaluating student progress. In our medical example, it could be an observation of learners successfully role playing a dialogue of a visit to the doctor.

What To Do In Class

After the review, introduce new material with visuals or role play. Accentuate the elements in the Structural Focus by modeling them more slowly.

Whenever possible get students to participate in the activities using appropriate gestures and comments. Encourage talk and participation even if the class is noisier than usual for adults. The noise masks mistakes and encourages students to try to use language forms since no one appears to be listening.

When doing cooperative learning activities, be sure to walk among groups, coaching language and focusing activities. Be generous with praise. Positive, supportive comments encourage continued efforts to learn English.

Any lesson planning should include reflection on the day's successes and failures with the teacher making note of any variations that they might incorporate in the future. The most important elements can be reviewed in the following class.

Concluding Remarks

As the adult ESOL professionals guiding and facilitating potentially English proficient adults, teachers must use their personal sensitivity, intelligence, and perception to tailor learning activities to student goals and growth. Without participatory or collaborative input from the learners, the effectiveness of the adult ESOL program is diluted. As adult ESOL educators, we are in a wonderful position to facilitate personal as well as linguistic growth in the potentially English proficient adult learner. Teachers should not be tentative in their approaches. They should be creative, energetic, and active in promoting language and cultural learning.

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SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER Judy Langelier **LEVEL** I **MESTER/YEAR** 3 - 90

DATE 2/7/90 **CLASS #** 707

COMPETENCY# 6.1 Completes a check or money order

Cultural focus: Elicit from students the types of payments generally made by checks (rent, utilities, groceries, etc.) as well as the types of payments not generally made by check. Then, discuss cross-culturally to see if check usage is the same

Procedure: or different here and in the countries of your students.

Review numbers - dictations, reading

Listening discrimination 13 - 30

Read numbers & spelling

Review months & days using abbr. & numbers

Demonstrate writing a check on overhead

Go over the steps using action series

Hand out copies of check, have students work in pairs giving commands and writing checks.

Structural focus:

COMMANDS:
- Tell me your name.
- Tell me your birthdate, etc.
- Write your name.
- Sign your name.
- Write your birthdate.
- Show me your name.
- Show me your birthdate (Florida ID).
- Show me your driver's license (Florida ID), etc.

TEXT/MATERIALS

Teacher - made handouts

Basic Vocabulary Builder - #s

Action Sequence Stories: Act II

EVALUATION

1) Students fill out check

2) Same exercise will appear two weeks later on quiz

ATTACHMENT A

ATTACHMENT A

Name ____________

Date ____________

Teacher ____________

13. Numbers

1	2	3	4
______	______	______	______
5	6	7	8
______	______	______	______
9	10	15	23
______	______	______	______
400	6000	1984	8,000,000
______	______	______	______

Basic Vocabulary Builder

© National Textbook Company

ATTACHMENT A

Name____________________

Directions: Listen and circle the number that you hear.

1. 13 30
2. 14 40
3. 15 50
4. 16 60
5. 17 70
6. 18 80
7. 19 90

ATTACHMENT A

Name______________________

Directions: Listen and circle the number that you hear.

1.	14	40
2.	19	90
3.	15	50
4.	18	80
5.	13	30
6.	16	60
7.	17	70

ATTACHMENT A

NUMBERS

Name ______________________

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
25	twenty-five
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred
217	two hundred seventeen
476	four hundred seventy-six
1000	one thousadd
5425	five thousand four hundred twenty-five
12,599	twelve thousand five hundred ninety-nine

MONTHS AND DATES

Name ____________

1	Jan.
2	Feb.
3	Mar.
4	Apr.
5	May
6	June
7	July
8	Aug.
9	Sept.
10	Oct.
11	Nov.
12	Dec.

Write the date using numbers.

Jan. 16 ____________

Feb. 28 ____________

Mar. 7 ____________

Apr. 4 ____________

May 31 ____________

June 29 ____________

July 15 ____________

Aug. 9 ____________

Sept. 17 ____________

Oct. 22 ____________

Nov. 30 ____________

Dec. 25 ____________

Write the date using abbreviations.

6/14 ____________

2/26 ____________

4/15 ____________

8/17 ____________

9/3 ____________

12/1 ____________

3/4 ____________

10/29 ____________

5/5 ____________

1/30 ____________

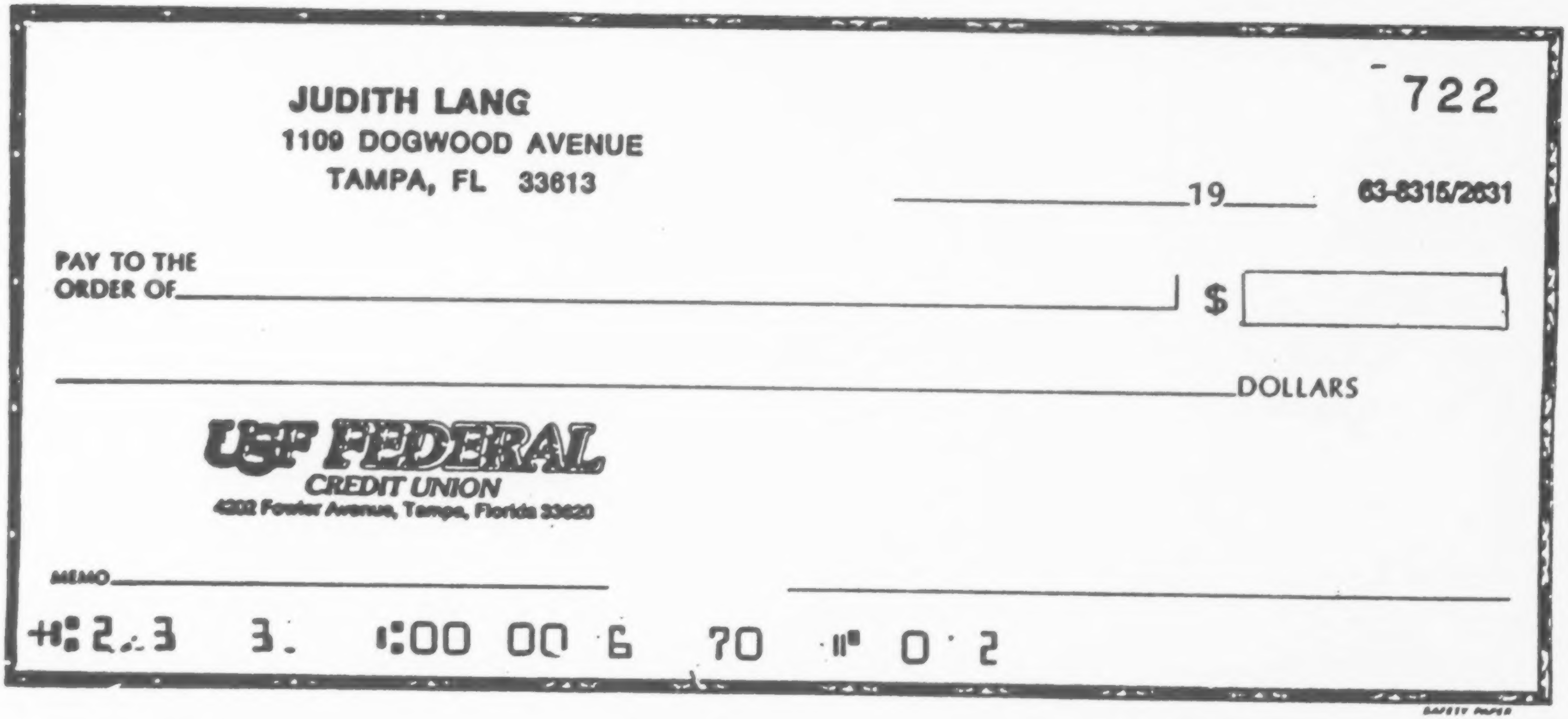
7/8 ____________

11/10 ____________

ATTACHMENT A

Dictation Name ______________

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________



JUDITH LANG
1109 DOGWOOD AVENUE
TAMPA, FL 33613

722

_______________19_______ 63-8315/2631

PAY TO THE
ORDER OF_______________________________________ $ ☐

____DOLLARS

USF FEDERAL
CREDIT UNION
4202 Fowler Avenue, Tampa, Florida 33620

MEMO_______________________ _______________________

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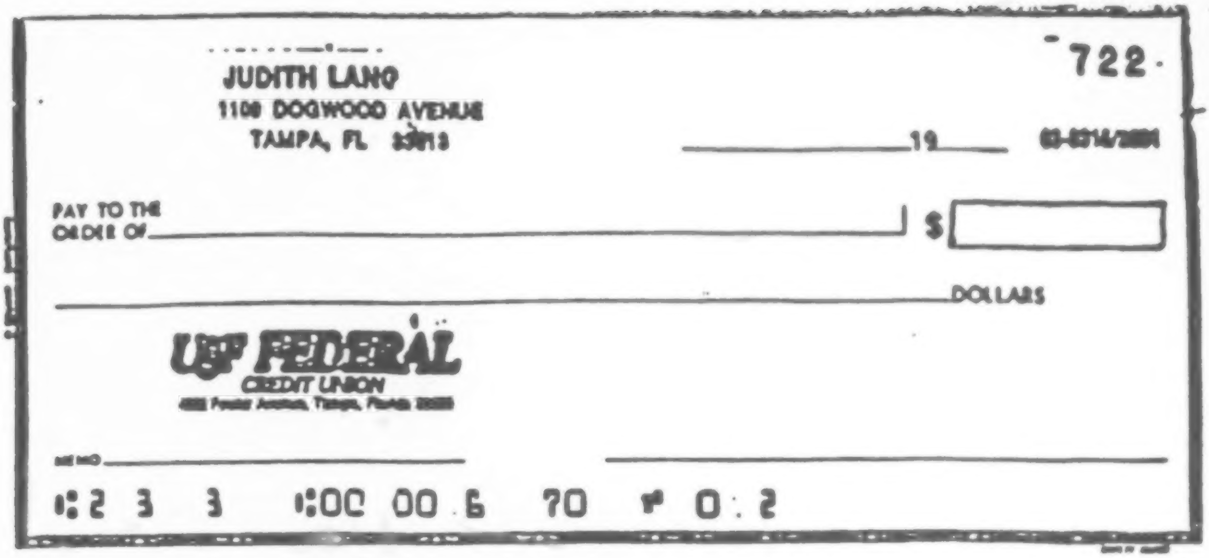
SAFETY PAPER

ATTACHMENT A

ATTACHMENT A



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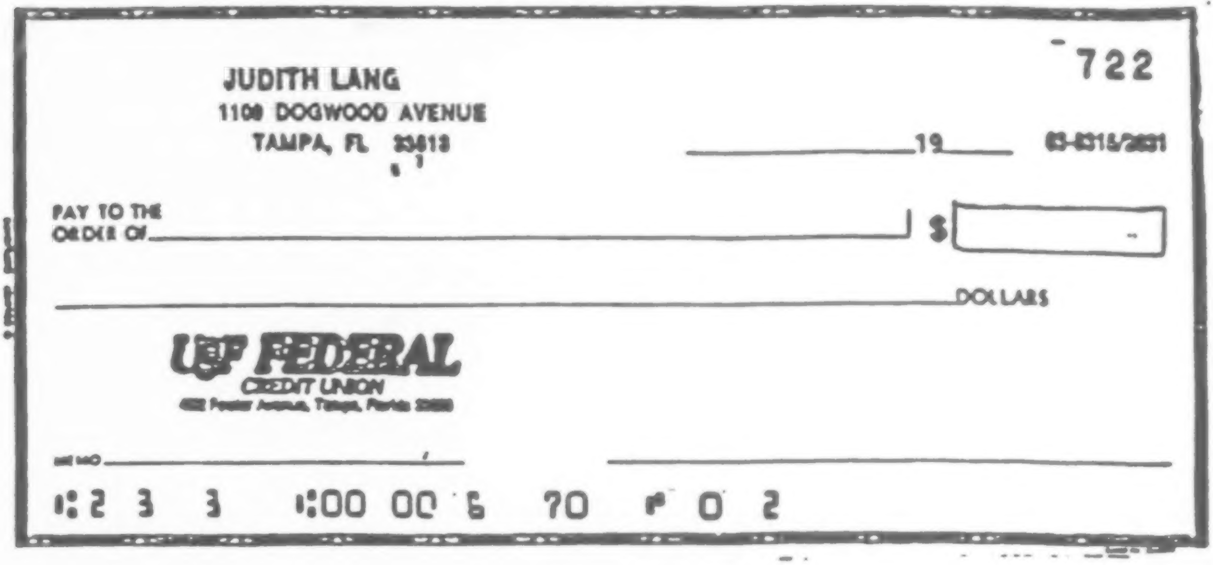

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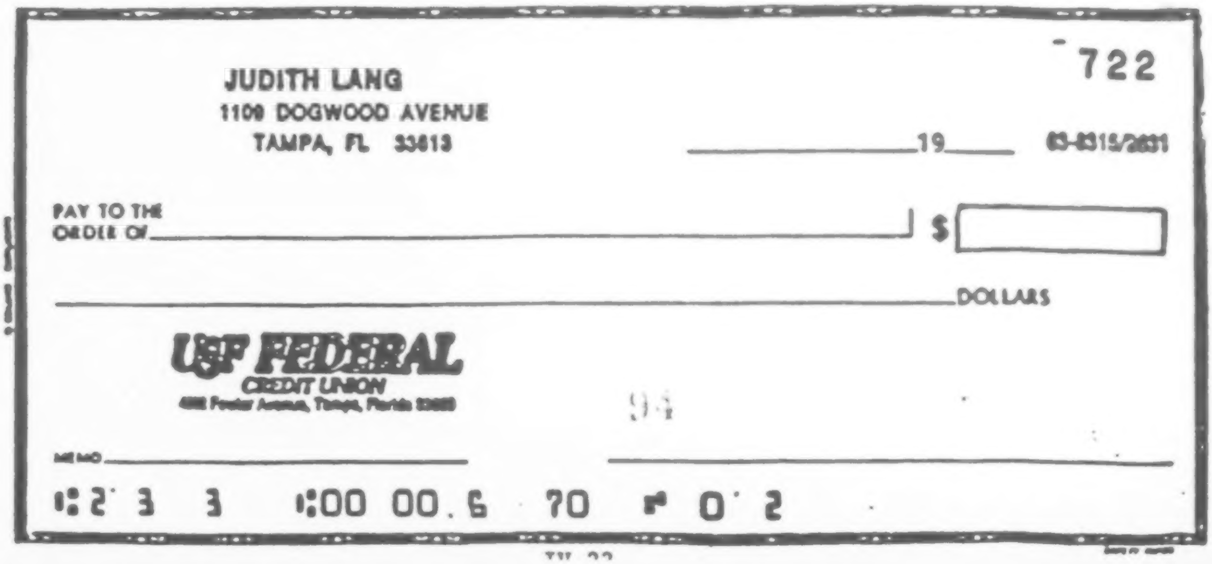

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SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER Deborah Harris **LEVEL** 2 **MESTER/YEAR** III 1991

DATE ______ **CLASS #** 136

COMPETENCY# 5.3 5.4 & 5.5 Describe use of cooking utensils, discuss meal habits, give instructions for cooking process.

Cultural focus:

Compare meal habits in USA/other countries
National dishes

Procedure:

```
  L  S  Introduce/discuss vocabulary
        - recipe words
        - measuring/cooking utensils & uses
        - ingredients/seasonings
L R  S  Read/discuss recipe and favorite recipes
        - cooking process
        - utensils
  L  W  Dictations
     W  Write recipes for simple favorite dishes
```

Structural focus:

1. Commands w/cooking words
   - cut, chop, fry
2. Ordering actions
   - cooking steps
3. State preferences/favorites
   - my favorite dish is.....
   - I like......

TEXT/MATERIALS

Real Life English 2 pp 53, 54, 55
RLE Workbook pp 25 & 27
English For Adult Competency pp 35 & 99

EVALUATION

Students write recipes for simple/favorite dishes.

ATTACHMENT A

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER ______________________ LEVEL __________ MESTER/YEAR __________

DATE ______________________ CLASS # __________

COMPETENCY# __________ ______________________________

Cultural focus:

Structural focus:

Procedure:

IV-25

TEXT/MATERIALS

EVALUATION

ATTACHMENT B

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL)
Survival/Coping Curriculum
PBSD Level I Competencies
MELT SPL I-II

NAME ______________________ BEGINNING DATE ______________________

TEACHER ______________________ PROMOTION DATE ______________________

SKILLS*	1.0	PERSONAL SKILLS	**Skill ACHIEVED	DATE
R W	1.1	Writes full name legibly	___	___
R W	1.2	Writes full address legibly	___	___
L S R	1.3	Identifies family members	___	___
L S	1.4	Describes self and others (physical characteristics and personal traits)	___	___
L S R W	1.5	Formulates a short term educational and work goal	___	___
L S R W	1.6	Writes basic personal data (date of birth, age, sex, race, education level, country of origin, etc.)	___	___
R W	1.7	Writes number 1-1000 in manuscript	___	___
R W	1.8	Writes letters of the alphabet within context of vocabulary words	___	___
R W	1.9	Addresses an envelope	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

Attachment C

ESOL Level I
Page 2

SKILLS*	2.0	COMMUNITY SKILLS	**Skill ACHIEVED	DATE
L S R W	2.1	Identifies basic directions (north, south, east and west). For example, using map skills	___	___
L S	2.2	Asks for and understands simple oral directions	___	___
L S R	2.3	Demonstrates ability to use a telephone (public, touch tone, rotary)	___	___
L S	2.4	Uses operator assistance for long distance (0, 00)	___	___
L S	2.5	Uses local telephone information system (411)	___	___
L S	2.6	Understands differences between 1 (800) and 1 - (900) numbers (uses, cost)	___	___
L S R	2.7	Locates governmental and community agencies and businesses in local areas (school, hospital, post office, police station, fire station, churches, clinics, etc.)	___	___
L S R	2.8	Differentiates among business, personal "junk mail"	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	3.0	KNOWLEDGE OF OUR COUNTRY	**Skill ACHIEVED	DATE
L S R	3.1	Recognizes basic citizenship vocabulary: a. president b. congress c. cabinet d. supreme court e. law f. rights g. constitution h. citizenship i. responsibility (civic)	___	____
L S	3.2	Recites the "Pledge of Allegiance"	___	____
L S	3.3	Understands the concept of democracy	___	____
L S	3.4	Recognizes "The Star Spangled Banner" as the national anthem	___	____
L S	3.5	Understands the history and traditions of American Holidays (Thanksgiving, President's Day, Memorial Day, etc.)	___	____
L S R W	3.6	Completes a simple registration form	___	____

* L=Listening, S=Speaking, R=Reading, W=Writing

**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

ESOL Level I
Page 4

SKILLS*	4.0	KNOWLEDGE OF OUR ENVIRONMENT	**SKILL ACHIEVED	DATE
L R W	4.1	Writes the days of the week	___	___
L R W	4.2	Writes the months of the year	___	___
L S R	4.3	Tells time	___	___
L S R	4.4	Recognizes basic vocabulary related to weather a. seasons (summer, autumn, winter, spring) b. storm c. rain d. hurricane e. tornado f. lightning g. thunder h. hail i. snow j. clouds k. fog l. smog m. hot/cold/warm/cool n. breeze o. wind p. tide q. earthquake r. storm watch s. storm warning	___	___
L S	4.5	Understands procedures for preparing for a storm	___	___
L S R	4.6	Understands evacuation procedures in case of natural disasters	___	___
L S	4.7	Understands local procedures for waste/ trash disposal	___	___
L S	4.8	Understands regulations concerning litter including fines	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**

****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

SKILLS*	5.0	NUTRITION SKILLS	**SKILL ACHIEVED	DATE
L S R	5.1	Identifies and uses standard cooking measurements	___	___
L S R	5.2	Reads a simple restaurant menu	___	___
L S R	5.3	Orders a meal from a menu	___	___
L S R	5.4	Demonstrates the use of simple recipes	___	___
L S R	5.5	Recognizes nutrition vocabulary including: a. vitamins b. minerals c. protein d. carbohydrates e. fats f. calories g. cholesterol h. sugar i. seasonings j. condiments	___	___

SKILLS*	6.0	SHOPPING SKILLS	**SKILL ACHIEVED	DATE
L S R W	6.1	Writes a check and money order	___	___
L S R	6.2	Compares prices	___	___
L S	6.3	Explains differences among kinds of stores	___	___
L S R	6.4	Uses shopping terms (such as sale, marked-down, reduced, special)	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**

****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

ESOL Level I
Page 6

SKILLS*	7.0	HOUSING SKILLS	**SKILL ACHIEVED	DATE
L S R	7.1	Uses terms related to renting or buying a residence (lease, purchase, down payment, first and last, etc.)	___	___
L S R	7.2	Reads a utility company bill	___	___
L S	7.3	Identifies and explains common household problems and solutions	___	___
L S R	7.4	Asks for assistance in the repair of household problems	___	___

SKILLS*	8.0	HEALTH SKILLS	**SKILL ACHIEVED	DATE
L S R W	8.1	Completes simplified patient history form	___	___
L S R	8.2	Reads a thermometer (Understands normal/high temp.)	___	___
L S	8.3	Understands procedures for filling a prescription	___	___
L S R	8.4	Reads and understands directions for medication (external/internal)	___	___
L S	8.5	Understands importance of medical instructions (bed rest, drink fluids, avoid dairy products, don't mix with alcohol, etc.)	___	___
L S	8.6	Understands and discusses dangers of substance abuse (alcohol, drug, etc.)	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**

****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

ESOL Level I
Page 7

SKILLS*	9.0	**EMPLOYABILITY SKILLS**	****SKILL ACHIEVED**	**DATE**
L S R W	9.1	Understands job titles	___	___
L S	9.2	Demonstrates how to phone in sick	___	___
L S R W	9.3	Understands work schedules, time clocks and time sheets (including punctuality)	___	___
L S R	9.4	Identifies paycheck information (gross/net pay, deductions, etc.)	___	___
L S R	9.5	Understands emergency safety procedures (fire, accident, etc.)	___	___
L S	9.6	Demonstrates safe procedure for lifting objects	___	___
L S R	9.7	Understands concept of W-4/W-2 forms and income taxes	___	___
L S	9.8	Receives and delivers simple oral messages	___	___
L S R	9.9	Understands concept of job reviews and evaluations and their importance to promotions and/or retention	___	___
L S	9.10	Demonstrates an awareness of employee assistance programs for substance abuse (drug testing as an employment qualification)	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**

****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

SKILLS*	10.0	TRANSPORTATION AND TRAVEL SKILLS	**SKILL ACHIEVED	DATE
L S R W	10.1	Identifies basic vocabulary relating to automobile (parts)		
L S	10.2	Understands need for proper maintenance of an automobile (turn signals, lights, brakes, scheduled maintenance, etc.)		
L S R	10.3	Identifies and can use forms of public transportation (bus, tri-rail, railroad, etc.)		
L S	10.4	Understands consequences of driving under the influence of alcohol, medications or illegal substances		
L S R	10.5	Identifies locations and types of driving classes or schools (community schools, vocational, and private)		
L S R	10.6	Discusses defensive driving techniques		

SKILLS*	11.0	PARENTING SKILLS	**SKILL ACHIEVED	DATE
L S R	11.1	Recognizes importance of communicating with child's school (meetings conferences with teacher, parent nights etc.)		
L S	11.2	Recognizes and responds to critical medical situations involving child		
L S	11.3	Recognizes importance of adequate supervision of children (toddlers, pre-school, school-age, teenage-latchkey)		
L S	11.4	Demonstrates support of child's academic efforts in school		
L S	11.5	Demonstrates support of child's extracurricular activities at school		

*** L=Listening, S=Speaking, R=Reading, W=Writing**

****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

Listening Skills

CH - Checklist

DEM - Demonstration

DIALG - Dialogue

GM - Game

MO - Manipulation/Operation

PUZ - Puzzle

S & T - Show and Tell

TPR - Total Physical Response

OTH - Other

Speaking Skills

CBA - Community Based Activities

DIALG - Dialogue

IN - Interview

MD - Mini-Drama

OP - (Short) Oral Presentation

PL - Plays

RP - Role Play

SGI - Small Group Interaction

SP - (Formal) Speech

SIC - Student Initiated Conversation

TDC - Teacher Directed Conversation

OTH - Other

Reading skills

LEA - Language Experience Approach

MATC - Matching Activities

MC - Multiple Choice

OBR - Oral Book Report

RCH - Reading Checklist

RDIS - Reading Discussion

RGM - Reading Game

SIR - Student Initiated Reading

SUM - Summary

SURV - Survey

WHL - Whole Language Activity

OTH - Other

Writing Skills

CLZ - Cloze Activity

CMP - Composition

CW - Creative Writing

DIC - Dictation

COP - Copying

FC - Form Completion

LW - Letter Writing

PW - Process Writing

RW - Report Writing

SDMD - Student Developed Mini-Drama

SDRP - Student Developed Role-Play

SJ - Student Journal

TRC - Tracing

WDIALG - Written Dialogue

WSUM - Written Summary

OTH - Other

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL)
Survival/Coping Curriculum
PBSD Level II Competencies
MELT SPL II-III

NAME ______________________ BEGINNING DATE ______________________

TEACHER ______________________ PROMOTION DATE ______________________

SKILLS*	1.0	PERSONAL SKILLS	**SKILL ACHIEVED	DATE
L S R W	1.1	Identifies familiar relationships		
L S R W	1.2	Describes basic physical types and characteristics		
L S	1.3	Relates language background information		
L S R W	1.4	Provides personal identification information		
L S R W	1.5	Identifies marital status		
L S R W	1.6	Fills out a simple form		

SKILLS*	2.0	COMMUNITY SKILLS	**SKILL ACHIEVED	DATE
L S R W	2.1	Understands banking procedures (checking, savings)		
L S R W	2.2	Understands purpose and use of safety deposit boxes		
L S R W	2.3	Understands personal loans (including the concept of interest rates)		
L S W	2.4	Demonstrates the ability to mail packages at the post office (including how to insure)		
L S R W	2.5	Differentiates among air mail, certified and registered mail		
L S R W	2.6	Demonstrates the ability to send a certified registered letter		
L S R W	2.7	Completes change of address form (postal)		

*L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*		3.0 KNOWLEDGE OF OUR COUNTRY	**SKILL ACHIEVED	DATE
L S R W	3.1	Reads and recites the Pledge of Allegiance		
L S R W	3.2	Identifies 3 major branches of U.S. Government		
L S R	3.3	Demonstrates knowledge of requirements for U.S. Citizenship		
L S R W	3.4	Understands the early colonial history		
L S R W	3.5	Knows the 13 original colonies		
L S	3.6	Discusses the concept of freedom (government, religious, personal)		
L S R W	3.7	Knows basic facts concerning the Revolutionary War including dates, causes and results		
L S R W	3.8	Identifies George Washington as Commander in Chief of the American army and the first president		
L S R W	3.9	Understands the concepts in the Declaration of Independence		
L S R W	3.10	Identifies Thomas Jefferson as the author of the Declaration of Independence and third president		
L S R W	3.11	Identifies major signers of the Declaration of Independence		
L S R W	3.12	Understands the concepts of the Bill of Rights and the Constitution of the United States		

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

ESOL Level II
Page 3

SKILLS*	4.0	KNOWLEDGE OF OUR ENVIRONMENT	**SKILL ACHIEVED	DATE
L S R W	4.1	Describes general environmental terms (coasts, mountains, plains, etc.)	___	___
L S R	4.2	Compares area in which student lives to a former environment	___	___
L S R	4.3	Reads a simple weather map	___	___
L S R W	4.4	Reports weather conditions based on a TV or radio forecast	___	___
L S R W	4.5	Recognizes bodies of water (oceans, rivers, lakes, etc.)	___	___
L S R W	4.6	Describes an environmental problem and solution (pollution, oil spills, etc.)	___	___

SKILLS*	5.0	NUTRITION SKILLS	**SKILL ACHIEVED	DATE
L S R W	5.1	Reads grocery ads	___	___
L S R W	5.2	Demonstrates the use of food coupons	___	___
L S R W	5.3	Describes the use of cooking utensils	___	___
L S R W	5.4	Discusses meal habits (those of the United States and home country)	___	___
L S R W	5.5	Gives instructions for a cooking process which will aid nutrition	___	___

SKILLS*	6.0	SHOPPING SKILLS	**SKILL ACHIEVED	DATE
L S W	6.1	Inquires about and transacts refunds	___	___
L S R W	6.2	Interprets clothing care labels	___	___
L S R W	6.3	Understands credit card procedures	___	___
L S R W	6.4	Requests and completes a loan application	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**
****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

SKILLS*	7.0	HOUSING SKILLS	**SKILL ACHIEVED	DATE
L S	7.1	Requests information about available community services relative to housing areas	___	___
L S R	7.2	Uses the newspaper to locate housing information	___	___
L S R W	7.3	Makes oral and written housing agreements	___	___

SKILLS*	8.0	HEALTH SKILLS	**SKILL ACHIEVED	DATE
L S R W	8.1	Recognizes major organs of the body and their functions	___	___
L S	8.2	Describes physical ailments to medical personnel	___	___
L S R W	8.3	Identifies common diseases in the U.S. (cancer, heart condition, stroke, pneumonia, diabetes, AIDS, etc.)	___	___
L S R W	8.4	Identifies areas of medical specialization	___	___
L S	8.5	Inquires about the health of an individual	___	___
R W	8.6	Completes a personal medical history form	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	9.0	EMPLOYMENT	**SKILL ACHIEVED	DATE
L S	9.1	Role plays a job interview	___	____
L S R W	9.2	Describes environmental working conditions	___	____
L S R W	9.3	Develops (or updates) simplified resume (one page)	___	____
L S R W	9.4	Identifies and completes Social Security card application	___	____
L S R W	9.5	Applies company policies and procedures regarding illnesses and leaves of absence	___	____
L S	9.6	Describes work abilities and related skills	___	____
L S	9.7	Expresses dissatisfaction at work in a constructive manner	___	____
L S	9.8	Expresses duties and responsibilities at the workplace	___	____
L S	9.9	Demonstrates an understanding of the "American work ethic"	___	____
L S	9.10	Understands general procedures for job advancements or promotion	___	____
L S R W	9.11	Sets a short term employment goal (up to one year)	___	____

*** L=Listening, S=Speaking, R=Reading, W=Writing**
****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

SKILLS*	10.0 TRANSPORTATION AND TRAVEL SKILLS	**SKILL ACHIEVED	DATE
L S R	10.1 Role plays self-service gas station procedures	___	___
L S	10.2 Understands the purpose of travel agencies	___	___
L S R	10.3 Interprets a basic road map	___	___
L S	10.4 Discusses vacation options including travel	___	___
L S	10.5 Discusses beaches, parks and recreational areas	___	___
L S R W	10.6 Plans a car trip	___	___

SKILLS*	11.0 PARENTING SKILLS	**SKILL ACHIEVED	DATE
L S	11.1 Demonstrates ability to discuss child's health (including preventative measures)	___	___
L S R W	11.2 Recognizes importance of good nutrition for proper growth development of child	___	___
L S	11.3 Recognizes importance of promoting education through involvement with child in completing homework	___	___
L S	11.4 Recognizes importance of active involvement in child's after-school activities (including after-school child care)	___	___
L S	11.5 Recognizes importance of reading in child's academic development	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

Listening Skills

CH - Checklist

DEM - Demonstration

DIALG - Dialogue

GM - Game

MO - Manipulation/Operation

PUZ - Puzzle

S & T - Show and Tell

TPR - Total Physical Response

OTH - Other

Speaking Skills

CBA - Community Based Activities

DIALG - Dialogue

IN - Interview

MD - Mini-Drama

OP - (Short) Oral Presentation

PL - Plays

RP - Role Play

SGI - Small Group Interaction

SP - (Formal) Speech

SIC - Student Initiated Conversation

TDC - Teacher Directed Conversation

OTH - Other

Reading skills

LEA - Language Experience Approach

MATC - Matching Activities

MC - Multiple Choice

OBR - Oral Book Report

RCH - Reading Checklist

RDIS - Reading Discussion

RGM - Reading Game

SIR - Student Initiated Reading

SUM - Summary

SURV - Survey

WHL - Whole Language Activity

OTH - Other

Writing Skills

CLZ - Cloze Activity

CMP - Composition

CW - Creative Writing

DIC - Dictation

COP - Copying

FC - Form Completion

LW - Letter Writing

PW - Process Writing

RW - Report Writing

SDMD - Student Developed Mini-Drama

SDRP - Student Developed Role-Play

SJ - Student Journal

TRC - Tracing

WDIALG - Written Dialogue

WSUM - Written Summary

OTH - Other

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
SURVIVAL/COPING CURRICULUM
PBSD Level III Competencies
MELT SPL III-IV

NAME ____________________ BEGINNING DATE ____________________

TEACHER ____________________ PROMOTION DATE ____________________

SKILLS*	1.0	PERSONAL SKILLS	**SKILL ACHIEVED	DATE
L S R W	1.1	Describes a planned vacation (trip itinerary)	___	___
R W	1.2	Writes simple description of self/others	___	___
R W	1.3	Writes preferences for activities and/or items	___	___
R W	1.4	Demonstrates ability to classify information into logical categories	___	___
L S	1.5	Identifies means of self-education (reading newspapers, magazines, books, personal computers, radio, TV, etc.)	___	___
L S	1.6	Discusses TV, movies, and/or theater	___	___

SKILLS*	2.0	COMMUNITY	**SKILL ACHIEVED	DATE
L S R W	2.1	Locates significant places on a city map	___	___
R W	2.2	Uses a telephone directory to locate information	___	___
L S R W	2.3	Identifies locations by address	___	___
L S R W	2.4	Completes community information on a chart (agencies and services)	___	___
L S R W	2.5	Reads a telephone bill	___	___
R W	2.6	Reads simple newspapers articles	___	___
R W	2.7	Writes simple letter to the editor of a newspaper	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**
**** List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

ESOL Level III
Page 2

SKILLS*	3.0	KNOWLEDGE OF OUR COUNTRY	**SKILL ACHIEVED	DATE
L S R W	3.1	Describes the Civil War including dates, causes, and results.	___	___
L S R W	3.2	Identifies major leaders of the Civil War	___	___
L S R W	3.3	Identifies Abraham Lincoln including his presidency and accomplishments (Gettysburg Address, Emancipation Proclamation)	___	___
L S R W	3.4	Recognizes national monuments (The Lincoln Memorial, The Washington Monument, etc.)	___	___
L S R W	3.5	Recognizes the White House	___	___
L S R W	3.6	Understands the requirements for the presidency and vice-presidency of the United States	___	___
L S R W	3.7	Understands the following: a. election b. vote (voter, voting) c. poll d. precinct e. campaign f. elected official g. popular vote h. electoral college i. term of office j. cabinet (including individual members: Secretary of Defense, Treasury, State Attorney General, etc.)	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**
**** List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

ESOL Level III
Page 3

SKILLS*	4.0	KNOWLEDGE OF OUR ENVIRONMENT	**SKILL ACHIEVED	DATE
L S R W	4.1	Uses vocabulary concerning environment (climate, temperature, atmosphere, etc.)	___	___
L S R W	4.2	Describes potential solutions to environmental problems	___	___
L S R W	4.3	Understands chart and graphs relating to the environment	___	___

SKILLS*	5.0	NUTRITION SKILLS	**SKILL ACHIEVED	DATE
L S R W	5.1	Compares and contrasts ethnic and American foods	___	___
L S R W	5.2	Identifies foods that are nutritious	___	___
L S R W	5.3	Interprets menus for nutrition and cost	___	___
L S R	5.4	Orders food in a restaurant	___	___
L S	5.5	Suggests what or where to eat	___	___
L S	5.6	Discusses values of specialized diets	___	___

SKILLS*	6.0	SHOPPING SKILLS	**SKILLS ACHIEVED	DATE
L S R W	6.1	Identifies, describes, and categorizes (furniture, household, clothing, appliances, etc.)	___	___
R W	6.2	Uses the newspaper to locate merchandise	___	___
R W	6.3	Demonstrates the ability to purchase items from a catalogue.	___	___
L S	6.4	Makes suggestions about the purchase of items	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**
**** List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

ESOL Level III
Page 4

SKILLS*	7.0	HOUSING SKILLS	**SKILL ACHIEVED	DATE
L S	7.1	Understands household duties		
L S R	7.2	Discusses cleaning equipment/products		
L S	7.3	Requests/restates instructions for household repairs		
L S R W	7.4	Reads cleaning product labels		
L S	7.5	Describes methods of moving household goods		

SKILLS*	8.0	HEALTH SKILLS	**SKILL ACHIEVED	DATE
L S R W	8.1	Completes accident report forms		
L S W	8.2	Understands medical procedures for major emergencies		
L S R W	8.3	Understands health insurance options		

SKILLS*	9.0	EMPLOYABILITY SKILLS	**SKILL ACHIEVED	DATE
L S R W	9.1	Uses a variety of resources to locate jobs		
R W	9.2	Completes a job application		
L S R W	9.3	Describes level of training/education needed for various jobs		
L S	9.4	Compares job tasks		
L S R W	9.5	Understands a performance review		
L S R W	9.6	Sets long-term goals for employment		

* L=Listening, S=Speaking, R=Reading, W=Writing
** List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

ESOL Level III
Page 5

SKILLS*	10.0 TRANSPORTATION AND TRAVEL SKILLS	**SKILL ACHIEVED	DATE
L S R W	10.1 Describes various forms of transportation and expresses preference	___	___
L S R W	10.2 Requests information about airline travel	___	___
L S R W	10.3 Compares air fares	___	___
L S R W	10.4 Selects and arranges for an airline flight	___	___
L S R	10.5 Understands frequent flyer programs	___	___
L S R W	10.6 Reads bus/train schedules	___	___

SKILLS*	11.0 PARENTING SKILLS	**SKILL ACHIEVED	DATE
L S R W	11.1 Demonstrates the ability to discuss consequences of substance abuse with child (at appropriate level for age of child)	___	___
L S R W	11.2 Understands benefits of presenting a positive role model for children through establishment of educational goals	___	___
L S R W	11.3 Recognizes the importance of providing accurate information to middle and high school age children about the consequences of teenage pregnancy	___	___
L S R W	11.4 Demonstrates the ability to respond to child's educational needs through initiation of contact with teacher, counselor, principal, etc...	___	___
S R	11.5 Demonstrates the importance of literacy by reading at home	___	___

*** L=Listening, S=Speaking, R=Reading, W=Writing**
**** List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

Listening Skills

CH - Checklist

DEM - Demonstration

DIALG - Dialogue

GM - Game

MO - Manipulation/Operation

PUZ - Puzzle

S & T - Show and Tell

TPR - Total Physical Response

OTH - Other

Speaking Skills

CBA - Community Based Activities

DIALG - Dialogue

IN - Interview

MD - Mini-Drama

OP - (Short) Oral Presentation

PL - Plays

RP - Role Play

SGI - Small Group Interaction

SP - (Formal) Speech

SIC - Student Initiated Conversation

TDC - Teacher Directed Conversation

OTH - Other

Attachment C

Reading skills

LEA - Language Experience Approach

MATC - Matching Activities

MC - Multiple Choice

OBR - Oral Book Report

RCH - Reading Checklist

RDIS - Reading Discussion

RGM - Reading Game

SIR - Student Initiated Reading

SUM - Summary

SURV - Survey

WHL - Whole Language Activity

OTH - Other

Writing Skills

CLZ - Cloze Activity

CMP - Composition

CW - Creative Writing

DIC - Dictation

COP - Copying

FC - Form Completion

LW - Letter Writing

PW - Process Writing

RW - Report Writing

SDMD - Student Developed Mini-Drama

SDRP - Student Developed Role-Play

SJ - Student Journal

TRC - Tracing

WDIALG - Written Dialogue

WSUM - Written Summary

OTH - Other

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
SURVIVAL/COPING CURRICULUM
PBSD Level IV Competencies
MELT SPL IV

NAME ____________________ BEGINNING DATE ____________________

TEACHER ____________________ PROMOTION DATE ____________________

SKILLS*	1.0	PERSONAL SKILLS	**SKILL ACHIEVED	DATE
L S R W	1.1	Relates social intentions clearly	___	___
L S	1.2	Demonstrates the ability to make suggestions to friends and/or family	___	___
L S	1.3	Demonstrates the ability to give personal advice to friends and/or family	___	___
L S R W	1.4	Expresses feelings verbally (happiness, sadness, appreciation, sympathy, regrets, etc.) in a culturally acceptable manner	___	___
L S	1.5	States preferences clearly for social interaction (activities, foods, work, etc.)	___	___

SKILLS*	2.0	COMMUNITY SKILLS	**SKILL ACHIEVED	DATE
L S R W	2.1	Requests information from a community organization or business	___	___
L S	2.2	Discusses alternative solutions to a community problem (environmental, social educational, etc.)	___	___
L S R W	2.3	Describes types of banks (savings and loan, credit unions, etc.)	___	___
L S R W	2.4	Understands savings plans and types of investments such as savings accounts, bonds, certificates of deposit, annuities, etc...	___	___
L S R W	2.5	Role plays the use of an automatic teller machine	___	___
L S R W	2.6	Completes an application for a credit card	___	___

*L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	3.0	KNOWLEDGE OF OUR COUNTRY	**SKILL ACHIEVED	DATE
L S R W	3.1	Locates information about educational services for self and/or family	___	___
L S R W	3.2	Completes a Home Language Survey form and/or sample census form	___	___
L S R W	3.3	Discusses means of protection for self and family (smoke detectors, alarms, etc.)	___	___
L S R W	3.4	Understands the rights and responsibilities of owning a gun (including penalties for owners of guns which injure or kill minors)	___	___
L S R W	3.5	Understands trial by a jury	___	___
L S R W	3.6	Identifies persons in a court of law (judge, jury, lawyers, etc.)	___	___
L S R W	3.7	Understands and discusses major concepts of U.S. history from the Civil War to the present including the following: a. Westward expansion b. Immigration (1821-1910) c. World War I d. The League of Nations e. World War II f. The United Nations g. The Korean War h. The Vietnam War i. The Industrial Revolution (electricity, telephones, assembly lines, unionization, child labor laws) j. The Cold War k. The Minimum Wage Law l. Current Political Events	___	___
L S R W	3.8	Understands the way in which a bill becomes a law	___	___
L S R W	3.9	Know the qualifications and terms of office for the following: a. President and Vice President b. Supreme Court Judges c. Senators and Representatives	___	___

***L=Listening, S=Speaking, R=Reading, W=Writing**

****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

SKILLS*	3.0	(CONT'D)	**SKILL ACHIEVED	DATE
L S R W	3.10	Understands rights of succession to presidency	___	___
L S R W	3.11	Understands the concept of a "veto"	___	___
L S R W	3.12	Relates the difference between state and federal law	___	___
L S R W	3.13	Knows procedure for adding an amendment to the Constitution	___	___
L S R W	3.14	Knows the number of amendments and their purposes	___	___
L S R W	3.15	Reviews the Presidents of the United States	___	___
L S R W	3.16	Reviews the states and their capitals	___	___
L S R W	3.17	Reviews the basic 100 questions established for citizenship examination	___	___

SKILLS*	4.0	KNOWLEDGE OF OUR ENVIRONMENT	**SKILL ACHIEVED	DATE
L S R W	4.1	Knows the effects of pollution	___	___
L S R W	4.2	Knows about solid wastes and recycling	___	___
L S R W	4.3	Knows about uses and dangers of pesticides	___	___
L S R W	4.4	Examines and evaluates current environmental issues	___	___

SKILLS*	5.0	NUTRITION/VOCABULARY SKILLS	**SKILL ACHIEVED	DATE
L S R W	5.1	Recognizes types of food relative to their packing (canned, fresh, frozen, etc.)	___	___
L S R W	5.2	Contrasts food labels	___	___
L S R W	5.3	Knows how to do comparison shopping	___	___
L S R W	5.4	Understands the differences between nutritious food and junk food	___	___

***L=Listening, S=Speaking, R=Reading, W=Writing**

****List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.**

ESOL Level IV
Page 4

SKILLS*	6.0	SHOPPING SKILLS	**SKILL ACHIEVED	DATE
L S R W	6.1	Describes shopping options (thrift stores, resale stores, factory outlets, garage sales, etc.)	___	____
L S R W	6.2	Understands and interprets warranty information	___	____
L S R W	6.5	Utilizes mass media to analyze purchasing information	___	____

SKILLS*	7.0	HOUSING SKILLS	**SKILL ACHIEVED	DATE
L S R W	7.1	Relates and analyzes home safety problems	___	____
R W	7.2	Knows how to write a short letter of complaint	___	____
L S R W	7.3	Knows about subletting a leased home	___	____
L S R W	7.4	Understands information related to purchasing a home (down payment, mortgages, insurance, etc.)		

SKILLS*	8.0	HEALTH SKILLS	**SKILL ACHIEVED	DATE
L S R W	8.1	Understands types of insurance plans	___	____
L S R W	8.2	Fills out a medical insurance claim forms	___	____
L S R W	8.3	Knows about nutrients (vitamins, minerals, protein, etc.) contained in foods	___	____
L S R W	8.4	Knows about the importance of exercise relative to health and aging	___	____
L S R W	8.5	Knows the steps in applying CPR	___	____

*L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

ESOL Level IV
Page 5

SKILLS*	9.0	EMPLOYABILITY SKILLS	**SKILL ACHIEVED	DATE
L S R W	9.1	Communicates with supervisor and co-workers regarding work related tasks and problems	___	___
L S	9.2	Understands job tasks	___	___
L S R W	9.3	Knows how to complete self-evaluation after an interview	___	___
L S R W	9.4	Understands work performance evaluations	___	___
L S R W	9.5	Understands the concept of job advancement including job postings and vacant listings	___	___
R W	9.6	Completes a resume which includes references	___	___
L S R W	9.7	Understands the "Right to Know" Law	___	___
L S R W	9.8	Discusses worker's rights (compensation, unionization, right to work, etc.)	___	___

SKILLS*	10.0	TRANSPORTATION AND TRAVEL SKILLS	**SKILL ACHIEVED	DATE
L S	10.1	Asks questions relating to local driving directions	___	___
L S R W	10.2	Knows how to obtain car maintenance and repairs	___	___
L S R W	10.3	Knows the steps in applying for and obtaining a driver's license	___	___
L S R W	10.4	Completes an application form for auto insurance	___	___
L S R W	10.5	Plans a vacation for self, family, or group	___	___

*L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	11.0 PARENTING SKILLS	**SKILL ACHIEVED	DATE
L S R W	11.1 Understands the responsibilities of parenting (supervision, involvement with educational program, health, etc.)	___	___
L S R W	11.2 Understands the importance of and maintains positive communication with child(ren)	___	___
L S R W	11.3 Supports child's effort in school through setting of educational goals, communication with school personnel and assistance with homework	___	___
L S R W	11.4 Compares child rearing practices in U.S. with those in student's former country	___	___
L S	11.5 Discusses solutions to cross-generational differences among parents, grandparents and children	___	___

*L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

Listening Skills

CH - Checklist

DEM - Demonstration

DIALG - Dialogue

GM - Game

MO - Manipulation/Operation

PUZ - Puzzle

S & T - Show and Tell

TPR - Total Physical Response

OTH - Other

Speaking Skills

CBA - Community Based Activities

DIALG - Dialogue

1N - Interview

MD - Mini-Drama

OP - (Short) Oral Presentation

PL - Plays

RP - Role Play

SGI - Small Group Interaction

SP - (Formal) Speech

SIC - Student Initiated Conversation

TDC - Teacher Directed Conversation

OTH - Other

Attachment C

Reading skills

LEA - Language Experience Approach

MATC - Matching Activities

MC - Multiple Choice

OBR - Oral Book Report

RCH - Reading Checklist

RDIS - Reading Discussion

RGM - Reading Game

SIR - Student Initiated Reading

SUM - Summary

SURV - Survey

WHL - Whole Language Activity

OTH - Other

Writing Skills

CLZ - Cloze Activity

CMP - Composition

CW - Creative Writing

DIC - Dictation

COP - Copying

FC - Form Completion

LW - Letter Writing

PW - Process Writing

RW - Report Writing

SDMD - Student Developed Mini-Drama

SDRP - Student Developed Role-Play

SJ - Student Journal

TRC - Tracing

WDIALG - Written Dialogue

WSUM - Written Summary

OTH - Other

TEACHING ESOL
PRE-GED

A CURRICULUM PILOT OVERVIEW

DEVELOPED BY:
JUDY LANGELIER

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL Pre-GED Curriculum Overview

The ultimate goal of an adult education program is to assist students to master both the survival/life coping skills and the cognitive academic proficiency skills necessary to function successfully in society. The ESOL Literacy and ESOL Survival/Coping Skills Programs prepare students to meet their basic needs in daily life including such areas as finding and maintaining a job, shopping, banking, driving, and participating in the education of their children. These survival/coping skills are referred to as Basic Interpersonal Communication Skills (BICS).

The ESOL Pre-GED Curriculum is designed to assist students to make a successful transition from the ESOL Survival/Coping Skills program or BICS to the cognitive academic skills necessary to pass the General Educational Development (GED) Test and receive a State of Florida High School Diploma. The goal of the ESOL Pre-GED Curriculum is to assist students in developing Cognitive Academic Language Proficiency (CALP) by familiarizing them with the terms, concepts and skills needed to participate in a GED preparation program with native speakers of English.

The ESOL Pre-GED Curriculum Levels V and VI focus on general academic language skills. They equate roughly to the competencies of the E level of the Tests of Adult Basic Education (TABE). An academic focus is introduced in the skill areas of listening, speaking, reading and writing in both the social and academic areas with the infusion of culture throughout the curriculum. Each skill is reviewed and expanded with the level of difficulty increasing as the student progresses through the levels. Higher level skills including critical thinking are taught throughout the ESOL Pre-GED Curriculum (and not saved until Level VIII) in order to fully and continually develop Cognitive Academic Language Proficiency.

The ESOL Pre-GED Curriculum Levels VII and VIII focus on content area academic language skills and equate roughly to the competencies of the M Level of the TABE. The skill areas are the same as Levels V and VI and include listening, speaking, reading and writing in both social and academic settings with the infusion of culture throughout the curriculum. However, at these levels the skills focus on the content areas which include literature, social studies, science and mathematics. Levels VII and VIII are designed to develop basic vocabulary and concepts specific to the content areas in preparation for participation in the regular GED program with native speakers of English.

Similar curriculum competencies were written across the curriculum with the level of difficulty increasing as students progress through the levels. This is done to provide consistency by constantly reviewing and building skills. Thus, a spiraling effect is achieved. A Level V sample lesson plan (see Attachment A), a blank lesson plan form (see Attachment B) and student competency check sheets (see Attachment C) are included in this section.

Level V is currently being piloted (FY 91). As students progress through the curriculum, Levels VI, VII and VIII will be added to the pilot. It is intended that information specific to the content area topics be added for Levels VII and VIII as these levels are piloted. This will include the infusion of basic terms and concepts to be addressed in literature, social studies, science and mathematics

The ESOL Pre-GED Curriculum does not supplant or replace participation in a GED preparation program for ESOL students. Rather, it prepares ESOL students to successfully participate in the GED preparation program by providing the academic skills necessary to make the transition using ESOL teaching strategies in a familiar ESOL classroom setting rather than an Adult Basic Education (ABE) self-study laboratory setting. Thus the ESOL Pre-GED Curriculum assists students to develop functional literacy skills and academic language proficiency.

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER Don Durfee **LEVEL** V **MESTER/YEAR** 1/1991

DATE ______ **CLASS #** ______

COMPETENCY # 1.2 Listens to an adapted conversation/oral passage and answers yes/no, true/false, and wh-information questions.

COMPETENCY# 2.10 Uses critical thinking skills to express ideas.

Cultural focus: Similarities and differences in plays, movies and soap operas in other cultures. All people have traditional themes and popular themes for plays, movies, and soap operas.

Procedure:

1.	Listening:	Taped dialog
2.	Comprehension:	Oral/Written
3.	Discussion:	Drama in different cultures
4.	Writing:	Dictation/Cloze
5.	Small Group:	Create Melodrama
6.	Vocabulary:	Practice new words

Structural focus:

The student should be able to use: Relative pronouns. If + past perfect (with present results). If + past perfect (with past results). Past perfect (review). Be - supposed to + verb (review).

The student should be able to: State generalizations. Respond unsympathetically. Express what might have been different.

TEXT/MATERIALS New Perspectives Intermediate English I

Tape recorder, props for melodrama, paper, pencils, overhead projector, VCR (examples of soaps).

EVALUATION

Teacher observation of student prepared melodrama. Teacher prepared written and oral reviews of concepts and vocabulary.

ATTACHMENT A

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER ____________________ **LEVEL** __________ **MESTER/YEAR** __________

DATE ____________________ **CLASS #** __________

COMPETENCY# __________ ______________________________

Cultural focus:

Structural focus:

Procedure:

TEXT/MATERIALS

EVALUATION

V-4

ATTACHMENT B

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL)
Pre-GED Curriculum
PBSD Level V
MELT SPL V

DRAFT

______________________________ NAME

______________________________ BEGINNING DATE

______________________________ TEACHER

______________________________ PROMOTION DATE

1.0 Listening Skills - uses listening skills in a variety of social and academic settings. — Date Skill ACHIEVED

1.1 Listens to a short adapted conversation and/or oral passage and answers yes/no, true/false, and wh-information questions (approximately 1-2 minutes). ________

1.2 Listens to a short adapted conversation and/or oral passage and summarizes the main idea using critical thinking skills (approximately 1-2 minutes). ________

1.3 Listens to a short adapted conversation and/or oral passage and draws conclusions using critical thinking skills (approximately 1-2 minutes). ________

1.4 Follows a two to three step series of simple directions/commands in proper sequence. ________

1.5 Listens to and writes a dictation based on appropriate Level V materials. ________

1.6 Comprehends vocabulary in context based on appropriate Level V materials. ________

1.7 Comprehends commonly used idiomatic expressions in conversation. ________

1.8 Listens to and interprets a short adapted radio or television segment (approximately 1-2 minutes). ________

1.9 Recognizes stress and intonation patterns. ________

1.10 Identifies tone and mood in conversation. ________

DRAFT

2.0 Speaking Skills - participates in formal and informal speaking activities in a variety of social and academic settings.

2.1 Demonstrates use of necessary strategies to maintain conversational flow (tag questions). ________

2.2 Expresses lack of understanding of spoken English and asks for clarification. ________

2.3 Demonstrates usage of basic standard English grammar. ________

2.4 Demonstrates appropriate body language in both formal and informal situations using eye contact and facial expressions. ________

2.5 Demonstrates the use of appropriate pronunciation of endings for plurals (/s/,z/,/iz/), past tense (/t/,d/,/id/), and number endings (16 vs 60). ________

2.6 Increases and develops use of vocabulary to express ideas appropriate to Level V. ________

2.7 Demonstrates the appropriate use of common idiomatic expressions in informal conversations. ________

2.8 Discusses contents of a short adapted newspaper or magazine article. ________

2.9 Discusses contents of a short adapted radio or television segment (1 to 2 minutes). ________

2.10 Uses critical thinking skills to express ideas. ________

2.11 Delivers a short speech to inform (approximately 1 to 2 minutes). ________

DRAFT

3.0 Reading Skills - applies literal, inferential and evaluative reading comprehension skills in a variety of social and academic settings.

3.1 Identifies the main idea in a short adapted reading passage. __________

3.2 Identifies details in a short adapted reading passage. __________

3.3 Recognizes the sequence of events in a short adapted reading passage. __________

3.4 Identifies the topic sentence in a reading passage. __________

3.5 Identifies the characteristics of the main characters in a short adapted reading passage. __________

3.6 Distinguishes fact from opinion in a short adapted reading passage. __________

3.7 Makes conclusions using critical thinking about a short adapted reading passage. __________

3.8 Understands and applies written instructions for academic study and testing. __________

3.9 Demonstrates ability to read in phrases to increase speed and comprehension. __________

3.10 Demonstrates ability to skim and scan for information. __________

3.11 Understands vocabulary meanings in context including word forms, synonyms, antonyms, homonyms, prefixes, suffixes and roots appropriate to Level V. __________

3.12 Recognizes and understands the use of basic idiomatic expressions in selected readings. __________

3.13 Reads and understands short adapted newspapers and magazines. __________

3.14 Reads and understands basic graphs and charts appropriate to Level V. __________

DRAFT

4.0 Writing Skills - uses fundamental writing skills in a variety of social and academic settings.

4.1 Uses appropriate headings, indentation and margins. ______

4.2 Uses appropriate capitalization and punctuation. ______

4.3 Demonstrates usage of standard English spelling rules. ______

4.4 Demonstrates usage of standard English grammar in written English. ______

4.5 Plans and organizes ideas for a descriptive paragraph. ______

4.6 Writes a topic sentence. ______

4.7 Uses specific details to support topic sentence with correct sequencing. ______

4.8 Writes a concluding sentence. ______

4.9 Demonstrates ability to edit and revise. ______

4.10 Answers short essay questions using a complete sentence. ______

4.11 Demonstrates ability to summarize a short adapted newspaper or magazine article. ______

4.12 Writes a short summary of a segment from radio or television (1 to 2 minutes). ______

4.13 Uses appropriate vocabulary to express written ideas. ______

4.14 Recognizes and uses basic idiomatic expressions in appropriate written context. ______

4.15 Uses critical thinking skills to express written ideas. ______

4.16 Demonstrates proper usage of an adapted English dictionary. ______

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL)
Pre-GED Curriculum
PBSD Level VI
MELT SPL VI

DRAFT

NAME ____________________ BEGINNING DATE ____________________

TEACHER ____________________ PROMOTION DATE ____________________

		Date Skill ACHIEVED
1.0	Listening Skills - uses listening skills in a variety of social and academic settings.	
1.1	Listens to an adapted conversation and/or oral passage and answers yes/no, true/false and wh-information questions (approximately 2-4 minutes).	________
1.2	Listens to an adapted conversation and/or oral passage and summarizes the main idea using critical thinking skills (approximately 2-4 minutes).	________
1.3	Listens to an adapted conversation and/or oral passage and draws conclusions using critical thinking skills (approximately 2-4 minutes).	________
1.4	Follows a three to four step series of simple directions/commands in proper sequence.	________
1.5	Listens to and writes a dictation based on appropriate Level VI materials.	________
1.6	Comprehends vocabulary in context based on appropriate Level VI.	________
1.7	Comprehends commonly used idiomatic expressions and slang in conversation.	________
1.8	Listens to and interprets an adapted radio or television segment (approximately 2-4 minutes).	________
1.9	Recognizes stress, intonation and reduction patterns.	________
1.10	Identifies tone, mood and register in conversation.	________

DRAFT

2.0 Speaking Skills - participates in formal and informal speaking activities in a variety of social and academic settings.

2.1 Demonstrates use of necessary strategies to maintain conversational flow. ________

2.2 Expresses lack of understanding of spoken English and asks for clarification or redirection. ________

2.3 Demonstrates usage of basic standard English grammar. ________

2.4 Demonstrates appropriate body language in both formal and informal situations using eye contact, facial expressions and gestures. ________

2.5 Demonstrates the use of appropriate pronunciation (vowels, consonants, stress, intonation and reductions). ________

2.6 Increases and develops use of vocabulary to express ideas appropriate to Level VI. ________

2.7 Demonstrates the appropriate use of idiomatic expressions and slang in informal conversations. ________

2.8 Discusses contents of an adapted newspaper or magazine article. ________

2.9 Discusses contents of an adapted radio or television segment (2-4 minutes). ________

2.10 Uses critical thinking skills to express ideas. ________

2.11 Delivers a short speech to inform or entertain (approximately 2-4 minutes). ________

DRAFT

3.0 Reading Skills - applies literal, inferential and evaluative reading comprehension skills in a variety of social and academic settings.

3.1 Identifies the main idea in an adapted reading passage. __________

3.2 Identifies details in an adapted reading passage. __________

3.3 Recognizes the sequence of events in an adapted reading passage. __________

3.4 Identifies the topic sentence in a reading passage. __________

3.5 Identifies the role of the main characters in an adapted reading passage. __________

3.6 Distinguishes fact from opinion in an adapted reading passage. __________

3.7 Makes conclusions using critical thinking about an adapted reading passage. __________

3.8 Understands and applies written instructions for academic study and testing. __________

3.9 Demonstrates ability to read in phrases to increase speed and comprehension. __________

3.10 Demonstrates ability to skim and scan for information. __________

3.11 Understands vocabulary meanings in context (word forms, synonyms, antonyms, homonyms, prefixes, suffixes and roots) appropriate to Level VI. __________

3.12 Recognizes and understands the use of idiomatic expressions and slang in selected readings. __________

3.13 Reads and understands adapted newspapers and magazines. __________

3.14 Reads and understands graphs and charts appropriate to Level VI. __________

DRAFT

4.0 Writing Skills - uses fundamental writing skills in a variety of social and academic settings.

4.1 Uses appropriate headings, indentation, and margins. ________

4.2 Uses appropriate capitalization and punctuation. ________

4.3 Demonstrates usage of basic standard English spelling rules. ________

4.4 Demonstrates usage of standard English grammar in written English with special emphasis on conjunctions and transitions for paragraph flow. ________

4.5 Plans, organizes, and writes a paragraph to compare and contrast. ________

4.6 Demonstrates ability to write a simple paragraph using a topic sentence, supporting details and conclusion for a short narrative. ________

4.7 Demonstrates ability to write a business letter. ________

4.8 Demonstrates ability to write an outline. ________

4.9 Demonstrates ability to edit and revise. ________

4.10 Answers short essay questions using a complete sentence. ________

4.11 Demonstrates ability to write a summary of an adapted newspaper or magazine article. ________

4.12 Demonstrates ability to write a summary of a segment from radio or television (2-4 minutes). ________

4.13 Uses appropriate vocabulary to express written ideas. ________

4.14 Recognizes and uses selected idiomatic expressions in appropriate written context. ________

5.15 Uses critical thinking skills to express written ideas. ________

5.16 Demonstrates usage of an adapted English dictionary. ________

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL)
Pre-GED Curriculum
PBSD Level VII
MELT SPL VII

DRAFT

NAME ____________________ BEGINNING DATE ____________________

TEACHER ____________________ PROMOTION DATE ____________________

		Date Skill ACHIEVED
1.0	Listening Skills - uses listening skills in a variety of social and academic settings.	
1.1	Listens to a short unadapted conversation and/or lecture in the content areas and answers yes/no, true/false, and wh-information questions and multiple choice questions (approximately 3-5 minutes).	________
1.2	Listens to a short unadapted conversation and/or lecture and summarizes the main idea using critical thinking skills in the content areas (approximately 3-5 minutes).	________
1.3	Listens to a short unadapted conversation and/or lecture and draws conclusions using critical thinking skills in the content areas (approximately 3-5 minutes).	________
1.4	Follows a two to three step series of simple directions/command in proper sequence in a science experiment or mathematics problem.	________
1.5	Listens to a short unadapted conversation and/or lecture in the content areas and takes written notes (approximately 3-5 minutes).	________
1.6	Comprehends vocabulary in context based on appropriate Level VII content area materials.	________
1.7	Comprehends commonly used idiomatic expressions, slang and common jargon for the content areas in conversation and/or lecture.	________
1.8	Listens to and interprets a short unadapted radio or television segment relating to content areas (3-5 minutes).	________
1.9	Identifies tone and mood in poetry, prose and drama.	________
1.10	Identifies communicative purpose (to inform, persuade and entertain).	________

DRAFT

2.0 Speaking Skills - participates in formal and informal speaking activities in a variety of social and academic settings.

2.1 Demonstrates use of necessary strategies to maintain conversational flow. __________

2.2 Expresses lack of understanding of social and academic terms and asks for clarification of material presented by paraphrasing or reiterating. __________

2.3 Demonstrates usage of standard English grammar. __________

2.4 Demonstrates appropriate body language in both formal and informal situations using eye contact, facial expressions, gestures and time concepts. __________

2.5 Demonstrates the use of appropriate pronunciation (vowels, consonants, stress, intonation and reductions). __________

2.6 Increases and develops use of vocabulary to express ideas appropriate to Level VII content areas. __________

2.7 Demonstrates the appropriate use of idiomatic expressions, slang and common jargon for the content areas in a variety of conversational settings. __________

2.8 Discusses contents of a short unadapted newspaper or magazine article relating to local, national and world events, health, economics, etc. __________

2.9 Discusses and interprets contents of a short unadapted radio or television segment relating to a content area subject (approximately 3-5 minutes). __________

2.10 Uses critical thinking skills to express ideas relevant to the content areas. __________

2.11 Delivers a speech to inform, entertain or persuade (approximately 3-5 minutes). __________

DRAFT

3.0 **Reading Skills - applies literal, inferential and evaluative reading comprehension skills in a variety of social and academic settings.**

3.1 Identifies a stated main idea in a reading selection from the content areas. ________

3.2 Identifies details in a reading selection from the content areas. ________

3.3 Recognizes the sequence of events as it occurs in time, place, in the content areas. ________

3.4 Identifies topic sentence of a reading selection in the content areas. ________

3.5 Identifies the relationship between the main characters in a reading selection in the content areas. ________

3.6 Distinguishes fact from opinion in a reading selection from the content areas. ________

3.7 Makes conclusions and inferences about a reading selection in the content areas using critical thinking. ________

3.8 Understands and applies written instructions in the content areas for academic study and testing. ________

3.9 Demonstrates ability to read in phrases to increase speed and comprehension. ________

3.10 Demonstrates ability to skim and scan for information. ________

3.11 Understands vocabulary meaning in context in the content areas (word forms, synonyms, antonyms, homonyms, prefixes, suffixes and roots) appropriate to Level VII. ________

3.12 Recognizes and understands the use and connotation of idiomatic expressions, slang and common jargon for the content areas in selected readings. ________

3.13 Understands and interprets short unadapted newspaper and magazine articles relating to content areas. ________

3.14 Reads and understands graphs and charts in the content areas appropriate to Level VII. ________

DRAFT

4.0 **Writing Skills - uses fundamental writing skills in a variety of social and academic settings.**

4.1 Demonstrates ability to use the mechanics of English (indentation, capitalization, punctuation and spelling). ________

4.2 Demonstrates usage of standard English grammar in written English. ________

4.3 Demonstrates ability to plan, organize and write a paragraph including a topic sentence, supporting details and conclusion. ________

4.4 Demonstrates the ability to prepare and use an outline. ________

4.5 Demonstrates ability to write an essay of cause and effect including an introduction, body and conclusion. ________

4.6 Demonstrates ability to write a persuasive essay including an introduction, body and conclusion. ________

4.7 Demonstrates ability to edit and revise. ________

4.8 Answers essay questions using two or more complete sentences. ________

4.9 Demonstrates ability to take notes [illegible] academic mini-lectures and revise for clarity. ________

4.10 Writes a short summary of a short unadapted newspaper or magazine article. ________

4.11 Writes a summary of a (5-10 minute) segment from radio or television relating to content areas. ________

4.12 Uses appropriate vocabulary to express written ideas relating to the content areas. ________

4.13 Uses idiomatic expressions, slang and common jargon for the content areas in appropriate written context. ________

4.14 Uses critical thinking skills to express written ideas. ________

4.15 Demonstrates usage of an unadapted English dictionary. ________

4.16 Demonstrates the ability to recognize elements of standardized tests including data collection formats, directions and types of questions. ________

Attachment C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL)
Pre-GED Curriculum
PBSD Level VIII
MELT SPL VIII

DRAFT

NAME ____________________ **BEGINNING DATE** ____________________

TEACHER ____________________ **PROMOTION DATE** ____________________

		Date Skill ACHIEVED
1.0	Listening Skills - uses listening skills in a variety of social and academic settings.	
1.1	Listens to an unadapted conversation and/or oral lecture in the content areas and answers yes/no, true/false, wh-information questions and multiple choice questions (approximately 5-7 minutes).	________
1.2	Listens to an unadapted conversation and/or lecture and summarizes the main idea using critical thinking skills in the content areas (approximately 5-7 minutes).	________
1.3	Listens to an unadapted conversation and/or lecture and draws conclusions using critical thinking skills in the content areas (approximately 5-7 minutes).	________
1.4	Follows a four or more step series of directions/commands in proper sequence in a science experiment or mathematics problem.	________
1.5	Listens to an unadapted conversation and/or lecture in the content areas, takes written notes and refers to notes for discussion (approximately 5-7 minutes).	________
1.6	Comprehends vocabulary in context based on appropriate Level VIII content area materials.	________
1.7	Comprehends commonly used idiomatic expressions, slang, common jargon for the content areas and basic dialectal differences.	________
1.8	Listens to and interprets a unadapted radio or television segment relating to the content areas (approximately 5-7 minutes).	________
1.9	Identifies tone and mood in poetry, prose, drama and commentary.	________
1.10	Identifies communicative purpose (to inform, persuade, entertain).	________

DRAFT

2.0 **Speaking Skills - participates in formal and informal speaking activities in a variety of social and academic settings.**

2.1 Demonstrates use of necessary strategies to maintain conversational flow. ________

2.2 Expresses lack of understanding of social and academic terms and asks for clarification of material presented by paraphrasing or reiterating. ________

2.3 Demonstrates correct usage of standard English grammar. ________

2.4 Demonstrates appropriate body language in both formal and informal situations using eye contact, facial expressions, gestures, time concepts and spacial relationships. ________

2.5 Demonstrates the use of appropriate pronunciation (vowels, consonants, stress, intonation and reductions). ________

2.6 Increases and develops use of vocabulary to express ideas appropriate to Level VIII content areas ________

2.7 Demonstrates the appropriate use of idiomatic expressions, slang, common jargon for the content areas and colloquial expressions. ________

2.8 Discusses contents of a unadapted newspaper or magazine article relating to local, national and world events, health, economic, commentaries, etc. ________

2.9 Discusses and interprets contents of an unadapted radio or television segment relating to a content area subject (approximately 5-7 minutes). ________

2.10 Uses critical thinking skills to express ideas relevant to the content areas. ________

2.11 Delivers a speech to inform, entertain, persuade or defend (approximately 5-7 minutes). ________

DRAFT

3.0 **Reading Skills - applies literal, inferential and evaluative reading comprehension skills in a variety of social and academic settings.**

3.1 Identifies a stated or implied main idea, in a reading selection from the content areas. ________

3.2 Identifies details, tone and mood in a reading selection from the content areas. ________

3.3 Recognizes the sequence of events as it occurs in time, place, ideas or events in the content areas. ________

3.4 Identifies topic sentence of reading selection in the content areas. ________

3.5 Identifies the relationship between the main characters and the minor characters in a reading selection in the content areas. ________

3.6 Distinguishes fact from opinion a reading selection from the content areas. ________

3.7 Makes conclusions, inferences and predictions about a reading selection in the content areas using critical thinking. ________

3.8 Understands and applies written instructions in the content areas for academic study and testing. ________

3.9 Demonstrates ability to read in phrases to increase speed and comprehension. ________

3.10 Demonstrates ability to skim and scan for information. ________

3.11 Understands vocabulary meaning in context in the content areas (word forms, synonyms, antonyms, homonyms, prefixes, suffixes and roots) appropriate to Level VIII. ________

3.12 Recognizes and understands the use and connotation of idiomatic expressions, slang, common jargon for the content areas and basic dialectical differences. ________

3.13 Understands and interprets unadapted newspapers and magazines relating to content areas. ________

3.14 Reads and interprets graphs and charts in the content content areas appropriate to Level VIII. ________

DRAF

4.0 Writing Skills - uses fundamental writing skills in a variety of social and academic settings.

4.1 Demonstrates ability to use the mechanics of English (indentation, capitalization, punctuation and spelling). ______

4.2 Demonstrates usage of standard Fnglish grammar in written English. ______

4.3 Demonstrates ability to plan, organize and write a paragraph including a topic sentence, supporting details and conclusion. ______

4.4 Demonstrates ability to write an essay of opposing viewpoints (pro/con including introduction, body and conclusion. ______

4.5 Demonstrates ability to write a resume and cover letter. ______

4.6 Demonstrates ability to write a report based on selected readings. ______

4.7 Demonstrates ability to edit and revise. ______

4.8 Answers essay questions using a complete paragraph. ______

4.9 Demonstrates ability to take notes from academic lectures and revise for clarity. ______

4.10 Writes a summary of an unadapted newpaper or magazine article. ______

4.11 Writes a summary of a segment from radio or television (10-15 minutes). ______

4.12 Uses appropriate vocabulary to express written ideas relating to the content areas. ______

4.13 Uses idiomatic expressions, slang, common jargon for the content areas and basic dialectical differences in appropriate written context. ______

4.14 Uses critical thinking skills to express written ideas. ______

4.15 Demonstrates usage of an unadapted dictionary and thesaurus. ______

4.16 Demonstrates ability to take standardized tests including multiple choice formats and essay. ______

ESOL AT THE WORKPLACE

A PROGRAM DEVELOPMENT GUIDE

DEVELOPED BY:
SHEILA D. ACEVEDO

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL AT THE WORKPLACE

Introduction

The national trend regarding literacy skills at the workplace identifies the need for more advanced skills due to technology, automation, and the increased usage of computers. Since the early 1970's, productivity has decreased while the required literacy level for the workforce has increased. The loss to the nation in terms of dollars has been estimated at between $200 - $240 billion annually. Many factors contribute to this trend, including a change in the workforce, increased technology, and international competition in the world market. Entry level jobs which require low-level skills are being eliminated. New jobs are requiring high school and college level skills.

The workforce is changing to include more women, elderly, and minorities, including immigrants. Barriers at the workplace which this population faces include the need for basic skills, technological training, and English language skills. The majority of the workforce for the year 2000 are currently employed. Of these, it is estimated that 20 to 30 million have basic skills deficiencies which affect their jobs and/or personal lives.

In order to meet the needs of the workforce, workplace education is strongly advocated at the national, state, and local levels by business and industry, educational institutions and literacy organizations. Workplace education permits adults to attend classes at the worksite, preferably during working hours. Workplace classes reduce transportation and child care problems, encourage attendance through company incentives, promote a positive and supportive working environment and reduce the cost of training and lost productivity due to poor basic skills.

Programs are developed as partnerships between the adult education provider and the employer. Workplace programs must be carefully designed in order to meet the needs of the students, employer, and provider. It is necessary to spend time and energy initially in order to develop a successful program. Workplace programs are custom-designed to meet the needs of the students. Successful programs do not transplant a prepared curriculum to a workplace.

Program Development Model

There are several guides available which provide information regarding the development of workplace programs and which will assist in the development programs. Recommended resources include:

- Acevedo, S.D. and Dovel, F. (1987). A handbook of the job-site English project: 1985-1986. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction No. ED 288058)
- Business Council for Effective Literacy. (1987, June). Job related basic skills: A guide for planners of employee programs. (BCEL Bulletin, 2) New York, N.Y.: BCEL. (ERIC Document Reproduction No. ED 285974.
- Drew, R.A. & others. (1988). How to gather and develop job specific literacy materials for basic skills instruction. [A practitioner's guide. The work-education bridge.] Bloomington: Indiana University, Bloomington School of Education. (ERIC Document Reproduction No. ED 297160)
- Guglielmino, L.M. and Bryan, V.C. (1990). Workplace literacy: A resource book. Boca Raton, FL.: Department of Educational Leadership, Florida Atlantic University.
- Philippi, J. (1991). Literacy at Work: The workbook for program developers. New York: National Business Alliance. Simon & Schuster Workplace Resources.
- The bottom line: Basic skills in the workplace. (1988). Washington, D.C.: Department of Education and Labor. (ERIC Document Reproduction No. ED 291922.)
- Workplace basics: The skills employers want. Alexandria, VA: American Society for Training and Development.

National Workplace Projects

There are national workplace projects which have been funded throughout the United States. Information regarding national projects may be obtained from the U.S. Department of Education, Office of Vocational & Adult Education, Mary E. Switzer Building, Room 4512, 330 C Street SW, Washington, D.C. 20202-7242. The telephone number is (202) 732-2269. Several projects were funded in Florida for 1991-1992, including a project between Northern Telecom Electronics and the School Board of Palm Beach County. The U.S. Department of Education can provide additional listings.

Personnel Training

It is recommended that personnel receive training prior to beginning program development from a consultant who is experienced in designing and implementing workplace programs. Consultants are available through private contract, associations or organizations such as Teachers of English for Speakers of Other Languages, International (TESOL) in Alexandria, VA, the Center for Applied Linguistics (CAL) in Washington, DC, or the Business Council for Effective Literacy (BCEL) in New York, NY. Networking with existing successful workplace programs may also access personnel training or program development resources.

Program Components

The following components are included in successful programs:

- Program planning and implementation team selection (Educational Provider)
- Program planning and implementation team training (Educational Provider/Consultant(s))
- Program marketing and outreach development and implementation (Educational Provider/Consultant(s))
- Program planning and implementation team selection (Business Partner)
- Program planning and implementation team training (Business Partner)
- Joint program training and planning (Educational Provider/Consultant(s)/Business Partner)
- Partnership agreement development (Educational Provider/Business Partner)
- Literacy audit (Educational Provider/Business Partner)
- Program objectives (Educational Provider/Business Partner)
- Teacher and other educational staff (e.g., counselors, volunteers) selection and training (Educational Provider)
- Curriculum design (Educational Provider with assistance from the Business Partner)

- Internal marketing of the program (Business Partner)
- Participant recruitment and selection (Business Partner/Educational Partner)
- Student pretesting/screening (Educational Provider)
- Program delivery (Educational Provider)
- Formative program evaluation (Outside Evaluator)
- Student formative evaluation and feedback (Educational Provider)
- Student post-testing and feedback (Educational Provider)
- Summative program evaluation (Outside Evaluator)
- Program feedback to Partners (Outside Evaluator)

For further information regarding workplace program design, implementation and evaluation, please contact the district specialist. A handbook will be developed and disseminated to the Florida Department of Education for distribution upon completion of the National Workplace Literacy Project between Northern Telecom Electronics and the School Board of Palm Beach County.

CONQUERING VOCATIONAL CONTENT

A GUIDE FOR TEACHERS OF ADULTS

DEVELOPED BY:
NANCY LEE LUCAS

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

CONQUERING VOCATIONAL CONTENT:
A GUIDE FOR ESOL TEACHERS OF ADULTS

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1. INTRODUCTION

VOCATIONAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

PROVIDING ACCESS TO JOB TRAINING PROGRAMS AND THE "WORLD OF WORK"

Adult students with limited English proficiency find it necessary to acquire "real world" language competencies in employability and vocational skills to participate fully and productively in national life. These adults of our society need improved access to the culture, language and skills of the "world of work" in Florida. The Florida Bureau of Labor Market (October, 1990) has projected a complex and vibrant economy for Florida in the immediate years ahead. The State's labor market is and will continue to be a mix of high-salary, high-skill, low-wage, low-skilled occupations and many falling somewhere between. The School Board of Palm Beach County is presently working to provide continued assistance in preparing limited English proficient (LEP) adults in the local community for "the world of work" at all ability and skill levels.

New educational programs now include bridging the basic skills gap between what the business community needs and the qualifications of the workers or potential workers presently available. Employers are practically unanimous in their concern that competencies of entry level workers, including those with limited English ability, are deficient. The business community has identified deficiencies in the following skills:

1.) reading and writing
2.) mathematics
3.) communication
4.) flexibility and adaptability
5.) problem-solving
6.) self-direction and initiative
7.) attitudes, and
8.) work habits.

(Source: Building a Quality Workforce. Joint Incentive of U.S. Department of Labor, U.S. Department of Education, and the U.S. Department of Commerce, 1988).

These deficiencies reflect a clear lack of both language skills and cultural information for language minority adults. This is where use of the knowledge, sensitivity, abilities and talents of the ESOL teacher, in collaboration with vocational teachers, is essential.

The teaching of Vocational English to Speakers of Other Languages (VESOL) provides access and opportunity for LEP students to participate fully in job training programs and the "world of work", and to become productive citizens of our society. This guide provides practical information, ideas and techniques to effectively teach ESOL with vocational content to adult learners of English.

PURPOSE OF THE GUIDE

Upon successful completion of this guide, you will be able to:

1. Explain the basic terms, program models, principles and practices related to vocational instruction for LEP individuals.
2. Identify cross-cultural aspects in vocational education as related to LEP vocational students.
3. Use new ESOL methods or approaches to teach VESOL to LEP students.
4. Describe strategies for successful collaboration between ESOL teachers and vocational instructors.
5. Cite examples of vocational content which can be appropriately taught in the home language.
6. Evaluate the accessibility of vocational materials for LEP students using objective criteria.
7. Modify vocational materials for appropriate use with LEP students.
8. Identify alternative testing techniques for LEP vocational students.
9. Develop comprehensive VESOL lesson plans.
10. Identify effective resources for use with adult LEP students in vocational training programs.

2. TERMS, PROGRAM MODELS, PRINCIPLES AND PRACTICES IN VOCATIONAL ESOL PROGRAMS

COMING TO TERMS WITH VOCATIONAL ESOL TERMINOLOGY

The integration of vocational education and bilingual/ESOL education to improve services to the LEP adults of our nation has brought about development of new instructional practices and, as a result, new terminology. Some of the follow terms are new; some are not. Being familiar with these terms, however, will assist ESOL teachers in more effective communication and collaboration with vocational teachers and other ESOL professionals.

1.	Bilingual Education	the use of the first and second language in instruction
2.	Transitional Bilingual Education	instruction is given using the home language, as needed, while learning English
3.	Maintenance Bilingual Education	instruction is given in two languages so that the home language is maintained
4.	OSHA	Occupational Safety & Health Act - Federal safety guidelines for the workplace
5.	DOT	Dictionary of Occupational Titles - includes exact job titles for occupations to be analyzed
6.	VESL or VESOL	specific language instruction; curricula designed for specific vocational programs
7.	Voc Ed	Vocational Education

8.	Carl D. Perkins Act	Federal Legislation which provides funds for serving LEP students in vocational education
9.	CBVE	Competency-Based Vocational Education - vocational curricula organized by specific outcomes and student performance objectives
10.	BVE	Bilingual Vocational Education - vocational instruction using both the first and second language
11.	OBEMLA	Office of Bilingual Education and Minority Language Affairs - provides funds to establish bilingual and ESOL programs
12.	OVAE	Office of Vocational and Adult Education in Washington, D.C.
13.	AVA	American Vocational Association - national association for vocational educators
14.	NABE	National Association of Bilingual Education - organization for professional bilingual educators
15.	TESOL	Teachers of English for Speakers of Other Languages - national organization for ESOL professionals

BASIC VESOL PROGRAM MODELS

VESOL programs across the nation are implemented using various program models according to the specific needs and available resources of a school district. Outlined below are three basic VESOL program models, some more effective than others, which are generally implemented to support and enhance vocational instruction for LEP students.

Less Effective <--------------------------------> More Effective

I. Supplementation	II. Modification	III. Innovation
STAFF: Bilingual teacher aide assists vocational instructor	STAFF: Vocational teacher with ESOL skills and cultural sensitivity or bilingual vocational teacher or vocational teacher with bilingual teacher aide and/or vocational ESOL teacher	STAFF: Same as modification model plus a VESOL teacher to teach VESOL component
TRAINING: Role of aides, instructional techniques/resources materials adaptation	TRAINING: Extensive materials adaptation, team teaching techniques, ESOL techniques	TRAINING: Curriculum design/development, joint lesson planning, team teaching techniques, extensive materials adaptation
CURRICULUM: No major changes, uses home language when needed	CURRICULUM: Vocational language competencies and cultural differences are added to existing curriculum	CURRICULUM: Design of specific vocational course geared to needs of LEP students

Adapted from: Jeanne Lopez-Valadez. Bilingual Vocational Education Project. Arlington, Illinois, 1982.

VOCATIONAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

PRINCIPLES AND PRACTICES

1. VESOL instruction includes the following student performance standards:

    a. *Understand the English language content and skills for vocational education training.*
    b. *Understand and identify career opportunities and requirements.*
    c. *Understand and follow specific vocational processes and procedures.*
    d. *Understand and identify appropriate use of tools.*
    e. *Understand and apply safety language and codes.*
    f. *Communicate specific vocational related language.*
    g. *Complete specific vocational forms.*
    h. *Perform specific vocational measurements and/or calculations.*
    i. *Analyze and solve vocational problems.*
    j. *Recognize and engage in appropriate social and cultural interactions for a vocation.*

2. The justification for provision of VESOL services is to provide the LEP student vocational training if he/she already has vocational interests, needs immediate employment and training to survive, and/or is seeking upward mobility.

3. Learning English is a process; the LEP adult learner will continue to learn the language all of his/her life, constantly picking up new vocabulary, sounds, and grammar and gradually internalizing them.

4. VESOL instruction provides immediate relevant language, but in a controlled setting.

5. VESOL requires the integration of vocational and linguistic objectives and emphasizes occupational language demands.

6. VESOL instruction provides needed repetition and reinforcement of the new language.

7. VESOL is not General ESOL. Major distinctions are:

VOCATIONAL ESOL	*GENERAL ESOL*
Grammar is presented according to frequency of use	Grammar is usually presented in order of difficulty. (simple--complex)
Vocational content monitors the ESOL instructor.	ESOL instructor is free to choose/monitor content.
Literacy Skills are specific to a vocation (Ex. Auto Body--Crash Estimating Guides, work orders, stockroom orders, etc.)	Literacy skills are general (bus schedules, bills, road signs, etc.)
Listening Comprehension (Safety information, directions/procedures) is the priority skill.	No priority skills, all (listening comprehension, speaking, reading, writing) given equal emphasis.
LEP student immediately uses language skills acquired.	LEP student may or may not immediately use language skills acquired.
Few texts and/or curricula are readily and commercially available.	Many texts and curricula are readily and commercially available.
Each VESOL class is "custom-designed" and has distinct competencies according to the vocational program each supports.	ESOL classes often share similar competencies using existing program designs.
Communication and collaboration with vocational staff is required, as vocational ESOL instruction provides direct support to a specific vocational program.	Adult ESOL instruction often stands alone and provides indirect support to other programs.

8. VESOL instruction provides an outlet for relevant questions concerning cultural information, language, and the school site in general in a comfortable, non-threatening setting.

9. VESOL instruction provides systematic practice of isolated language so that specialized second language learning can occur.

10. Language requirements are different for different vocational programs. Examples:

    Auto Body

    a. little speaking required
    b. high level of understanding required
    c. reading/writing necessary in terms of:
        1) work orders
        2) safety signs
        3) estimate forms
        4) labels
        5) Crash Estimating Guides

    However;

    Nursing Assistant

    a) very accurate speaking skills required (dealing with health, medicine, directions, etc.)

    b) reading/writing necessary in terms of:
        1) card files
        2) patient care instructions
        3) graphing charts
        4) paragraph reports (complete sentences).

3. CROSS-CULTURAL ASPECTS OF VOCATIONAL EDUCATION

CULTURAL INFLUENCES IN THE AMERICAN WORLD OF WORK

The **American work force** is a subculture all its own, characterized by acceptable and unacceptable behaviors and unwritten laws. Frequently, probation or termination may be the result of not adhering to such well-established norms. Subcultural characteristics and expectations influence behavior in vocational training, while job hunting and interviewing, and certainly once the LEP trainee is employed.

On arrival, few immigrants are immediately aware that American life is fragmented into segments of time and that even a lapse of seconds can be crucial. **The importance of punctuality** is difficult for many to grasp and may be even more difficult to apply. Often, LEP students demonstrate ignorance of this value by inconsistent attendance or tardiness. The concept of hours of training instead of competencies acquired to complete training programs successfully can also bewilder and frustrate LEP vocational students.

In addition, it is important for the adult learner to overcome **cultural obstacles in job-seeking skills**, such as reading, interpreting, and responding to classified ads for employment. These obstacles often hinder program completers from securing gainful employment. Terms such as *training, top salary, benefits, advancements, aggressive self-starter*, and *employment agency* may baffle those immigrants seeking jobs. These concepts carry cultural connotations unique to individual societies. One example is the term *aggressive*, which to Americans may denote a positive attribute in the workplace. In other societies, however, it may represent an undesirable or negative trait. Most importantly, the idea of job seeking is very new for many individuals who in the past have had family or government support for this endeavor.

American cultural characteristics found throughout **job applications**, can be troublesome for the LEP individual. For example, the date of filing the application is usually requested. Many societies write the date in the sequence of day/month/year, whereas American culture requires the sequence of month/day/year. Multiple names and unusual spellings of the foreign born tend to confuse employers. Abbreviations used on application forms may be unknown or unfamiliar to the applicant. Furthermore, educational backgrounds differ from country to country (i.e., primary schools may extend to eighth or ninth grade in some countries). Professional titles related to previous employment may signify less formal training, less pay, or less technical know-how than those same careers in the United States.

Survival and success in **job interviews** depend on intensive training in important American cultural behaviors such as directness and informality in speech, clear and confident responses to interview questions, preparation of appropriately planned questions, going to the job interview alone, and use of direct eye contact as an important communicative device. Both Haitian and Asian cultures often avoid eye contact and bow their heads to signify respect. Features of the job interview unique to American society require extensive practice for immigrants to master them successfully.

Unfortunately, once an LEP individual obtains employment, **native and American cultural values continue to conflict.** American values in the world of work demand such behaviors as punctuality, prior notification of absence, maintenance of surface relationships in the form of small talk, and following directions precisely. Employees must also know how to ask employers appropriate and important questions, especially concerning salary, days off, absence, insurance, rules, safety, hierarchy of authority, and directions and procedures. Without knowledge or regard for such work rules, LEP individuals find themselves frequently unemployed (Lee, 1984).

Conflict also arises in the areas of **loyalties and priorities**. When new immigrants are faced with decisions concerning work, such as advancing in the company by way of relocating, they often choose to remain near their families and friends. **Standards of hygiene** may also present a problem. Immigrants from rural societies may have lacked sufficient plumbing or electricity to develop American standards of hygiene; therefore, they find the cleanliness and daily baths of American people strange.

From an early age, American employees are taught to get along with others by viewing them in terms of their **roles, rather than as a total personality**. In this way, an individual may sometimes respect the position of an employer without respecting the person. Immigrants have often been taught to view people and react to them in terms of the total personality. It is not uncommon to hear of immigrant workers walking off the job because of words or actions that cause them to lose respect for a co-worker or an employer.

Since cultural values are learned, it is important to directly and deliberately teach new cultural characteristics of the target culture. Vocational and/or ESOL teachers may wish to use the following activities to effectively teach new cultural values and behaviors, and to assist in the process of cultural adjustment.

- **Role play** two or three different job interviews or on-the-job situations, two inappropriately and one correctly. Have two students "rate" situations and identify the appropriate/inappropriate behaviors (Ford, Silverman, and Haines, 1983). An example of a role play involves a person greeting a group of people he or she has met before but does not know well. Appropriate and inappropriate behaviors used in this example include shaking hands, greeting each other verbally, embracing each other, and bowing slightly to each other.

- Set aside one day each week or month as **"Job Interview Dress Day"**. Have the students dress as they would for a job interview.

- Have the students **bring in photos** of their family members and identify and discuss the relationships. Then transfer the information to the relative and/or reference sections of a sample job interview.
- Have students **listen to or read a job interview or on-the-job conversations**. Isolate the individual comments. Allow the students to identify each speaker (ex., employer, employee, customer). Discuss the tone, register, and vocabulary differences and the reasons for them.

- Provide students with **tours of vocational training centers or industry** to increase awareness of local career opportunities and requirements.

- Develop exercises matching **sample interview questions** with appropriate responses; this technique may also be developed as a multiple-choice exercise.

- Develop exercises matching **job application language** with appropriate responses; this technique may also be developed as a multiple-choice exercise.

- Develop **slides or videotapes** showing appropriate and inappropriate employability behaviors. Use them for classroom discussion and critique.

- Give the students a short description of a **problem situation on the job**, followed by several possible solutions. Have the students choose one solution and their reasons for selecting it (Olsen, 1981).

In her book, *Encuentros Culturales: Cross Cultural Mini-Dramas*, Barbara Snyder (1979) describes an effective technique, similar to that suggested by Olsen (1981), for teaching cultural items and interference. Snyder suggests using **role play in brief episodes** that contain one or more examples of miscommunication. The exact cause of the misunderstanding described is not apparent until the last few lines of the dialogue. Questions are then asked that lead to discussion of the false assumptions and conclusions often made by LEP adults. Role playing may also be employed in **mini-dramas** that provide short descriptions of problem situations, each followed by several possible appropriate reactions. After several students dramatize the situations, others determine what might be the most appropriate solutions. Use of these techniques will assist in the process of cultural adjustment for LEP adults.

Employers and educators of limited English-proficient individuals may find it necessary to identify and examine their own professional values and accepted behaviors on the job and in the classroom. It is also helpful to develop a system for teaching acceptable behaviors and values to the LEP individuals with whom they are in contact. **Fellow employees should also become aware of the most distinct cultural differences between them and their culturally different co-workers, as well as steps in the process of cultural adjustment.** Such education and understanding will facilitate the adjustment process during this difficult and awkward time.

With a thorough understanding of the manner in which cultural values affect language, education, and the world of work, vocational and ESOL educators may respond knowledgeably and sensitively to LEP students' needs. With such knowledge, vocational and ESOL teachers, educators, employers, and other service providers of LEP populations can successfully assist during cultural adjustment and play a major role in assisting LEP individuals to become self-sufficient in America and eventually to become functioning and productive members of society.

Source: Nancy Lee Lucas, "Cultural Adjustment", Immigrant Workers and the Immigrant Workers and the America Workplace: The Role of Voc Ed, 1985.

AMERICAN CULTURAL ASPECTS IN VOCATIONAL EDUCATION: A SNAPSHOT FOR TEACHING LEP ADULTS

Although it is important for teachers to be familiar with the specific cultural characteristics of LEP adult students, it is equally important to identify and teach the cultural values of the American "world of work". The following list outlines salient features of the American work force for special consideration in the vocational or vocational ESOL classroom. These particular features contrast sharply with the cultural values of many of the LEP adult learners of English in vocational training programs, and therefore, need to be directly and deliberately taught.

In the Vocational Classroom

Importance of

1. asking questions.
2. asking for clarification, repetition, simplification or a slower speed when communicating in English.
3. possible open/informal relationships with vocational instructors and paraprofessionals.
4. accepting informality of vocational instructors.
5. advising instructor of absence, even for a few minutes.
6. competitive spirit in the vocational classroom.
7. understanding public displays of emotion are usually unacceptable.
8. understanding the equality of sexes in the vocational classroom.
9. speaking up when a clearly unfair situation has occurred.
10. understanding that the vocational advisor/counselor and teacher is simply to advise and not command.

During the Job Interview

Importance of

1. directness and informality in speech.
2. clear, firm responses to interview questions.
3. asking the perspective employer appropriate, planned questions.
4. shaking hands firmly when appropriate.
5. going to the job interview alone.
6. direct eye-to- eye contact.

At the Workplace

Importance of

1. time/time clock.
2. notification of absence.
3. "surface" relationships ("small talk").
4. efficient and quick work.
5. eye-to-eye contact.
6. taking good care of property on work site.
7. asking employer appropriate, important questions.
8. speaking up when a clearly unfair situation has occurred.
9. maintaining good health and hygiene.

4. ESOL METHODS AND APPROACHES: WHAT WORKS BEST WITH VOCATIONAL CONTENT

Distinct ESOL methodologies in the past decade have given way to a new, **truly eclectic perspective** toward second language teaching and learning. Observing a trained, effective ESOL teacher in action, one notes that methods are in a constant state of flux, used for one activity, traded for another in the next. Based on over three decades of research, TESOL professionals have learned that **many different methods, integrated or used interchangeably, all work effectively to expedite the process of second language acquisition.**

Many of the ESOL methods, traditionally used at the elementary level because of the experimental "hands-on" approach, are now being "discovered" and adopted by ESOL teachers of older students. These approaches for young children are exactly what ESOL teachers of adult learners of English have found to be most effective.

Following is a brief summary of the most prevalent ESOL instructional methods of the day. Used in an eclectic and integrated fashion, these approaches are especially effective when used in **teaching vocational content to adult learners of English.** The methods, definitions and examples that follow reflect clear integration and over-lapping of effective methods for teaching vocational content.

1) METHOD:
Audiolingual Method

DESCRIPTION:
Learner repeats patterns until able to produce them spontaneously.

EXAMPLE:
Substitution Drill: Hand me the ball peen hammer.
Hand me the chisel.
Hand me the flat nosed pliers.

2) METHOD:
Communicative Approach

DESCRIPTION:
Learners use authentic materials to negotiate meaning with fellow learners; the goal is to communicate.

EXAMPLE:
A small group of students jointly answer questions related to a Crash Estimating Guide in the Auto Body shop.

3) METHOD:
Cooperative Learning Approach

DESCRIPTION:
Learners participate in heterogeneous groups of two to six to work through and complete a shared learning activity. Learners do most of the talking and interacting. Teacher sets up situations and remains silent.

EXAMPLE:
A group of Cosmetology students, each with different home languages and some native speakers of English, place flashcards which have the steps for "Giving a Shampoo" in correct order.

4) METHOD:
Direct Method

DESCRIPTION:
Learners perceive meaning directly with use of visual aids and pantomime; no translation is used.

EXAMPLE:
In Horticulture class, parts of the tractor engine are placed in several LEP students' hands. Each must identify the name of the part before returning it to the instructor.

5) METHOD:
4-Mat

DESCRIPTION:
Learners are taught by participating in activities that match particular learning styles. "Do", "see", "listen" and "read" activities are all used in instruction.

EXAMPLE:
Names of selected tools are introduced in the Auto Mechanics classroom. Some students hold the tools and others point to them as they are identified. The names of the tools are on a poster with corresponding illustrations. A Language Master card has the names taped to provide for listening/speaking practice.

6) METHOD:
Integrated Approach

DESCRIPTION:
Learners acquire language within a thematic unit that includes learning activities using several content areas and language skills.

EXAMPLE:
In a Clothing Construction class, students learn the following in a unit entitled: "Dressing for the Job":

1) Appropriate dress for the job interview.
(includes American culture aspects, listening/speaking skills)

2) Appropriate care of the clothing.
(includes listening/speaking skills, reading of labels and directions).

3) Steps to sewing clothing for the job.
(includes listening comprehension skills, reading patterns and directions)

7) METHOD:
Language Experience Approach

DESCRIPTION:
Learners experience, discuss, write, read and share the same experience.

EXAMPLE:
In a Machine Trades class, students learn how to operate a drill press. To review:

1) The students pair up and "interview" each other. Each asks the other "How do you operate the drill press?" The teacher indicates that at least 3 new vocabulary words or terms must be used and underlined in each "article".

2) Each student writes exactly what the other says and underlines the new words.

3) Each student then reads his/her own words, changes or deletes if desired, and adds a title.

4) Each student then checks the understanding of the new terminology used by the other student by asking for a definition or description for each new work or phrase.

5) If the students know the meaning of the new terms, they can then be underlined twice.

6) Each student is given his/her own "article" and keeps it in a journal and/or notebook to use for review of processes and/or new technical terminology.

8) METHOD:
Sheltered English Instruction

DESCRIPTION:
Learners study the content area with English as the medium of instruction, not the object of study; action-oriented; props, visuals, media and body language used.

EXAMPLE:
Students actively practice cutting meat in a Food Production lab. Pantomime, videos and posters are used to reinforce proper body movements and safety.

9) METHOD:
Total Physical Response

DESCRIPTION:
Learners begin acquiring listening comprehension skills first: act out teacher's commands.

EXAMPLE:
A Cabinetmaking instructor asks a student to turn on the surfacer/planer. The teacher then asks the student to set the machine up for cutting a 2"x4" board.

10) METHOD:
Transitional Bilingual Instruction (Home Language Support)

DESCRIPTION:
Learners use the home language when necessary while learning the second language.

EXAMPLE:
In a Typing class, the bilingual teacher aide describes the steps and practical uses for correctly setting a tab using the home language of the LEP students.

11) METHOD:
Whole Language Approach

DESCRIPTION:
Learners acquire language that focuses on communication and expression of meaning rather than form using real-life materials and/or realia. This approach is global in perspective.

EXAMPLE:
In an Electronics class, a student is asked to name the parts of a starting circuit for a series D motor. The student points to the resistance coils and says, "This are coils de resistance". The teacher accepts this answer and praises the student for being able to identify the part.

5. COLLABORATING WITH THE VOCATIONAL TEACHER

HINTS FOR ADULT ESOL TEACHERS

1. Make frequent vocational classroom visits with the approval of the instructor.
2. Keep in mind that the vocational instructor is a technician, an expert in his/her field.
3. Begin visiting those vocational instructors who are already cooperative (especially if the job market is reasonably good in that area).
4. Assist in placing LEP's into vocational classrooms SLOWLY and in small numbers. Make sure those placed in the classrooms are motivated (probably those with immediate vocational goals are most appropriate).
5. Use the cassette recorder frequently in the vocational classroom with the approval of the instructor.
6. Coordinate what is taught in the VESOL classroom with the vocational instructor.
7. Consider the vocational instructor's input about VESOL curriculum and content. He/she can provide invaluable direction.
8. Jointly evaluate LEP student progress in both language and vocational skills.
9. Ask the vocational instructor to review whatever commercially-made or teacher-made materials you plan to use in the VESOL class. The instructor will indicate priority information.

10. Attempt to reach individual vocational instructors first. Then arrange to present yourself at staff meetings and faculty meetings.

11. Learn as much of the various vocational terminologies as possible for use when visiting vocational instructors.

12. Avoid telling the instructor what you plan to teach in the VESOL class. Ask what the LEP students need to learn.

13. If available, provide whatever home language materials are needed and requested.

14. Negotiate with the vocational instructors for the use of alternative teaching/testing strategies in the vocational class.

15. Share audio-visuals with vocational instructors if requested.

16. When providing the vocational instructor with supplemental instructional materials for the LEP, explain and/or demonstrate the most effective utilization of materials.

17. Hold firmly to linguistic principles and your language background and experience, should questions arise concerning aspects of second language acquisition.

18. Keep an open line of communication with the vocational instructor. Cooperation and collaboration will lead to effective VESOL instruction.

QUESTIONS TO ASK THE VOCATIONAL TEACHER

We all agree that it is necessary and desirable for VESOL staff members to establish a good working relationship with vocational instructors. How smoothly this runs will depend upon the particular arrangement of the respective programs, and the institution and personalities involved.

Coordination is particularly important in developing VESOL curriculum and adapting vocational materials. It generally falls to the VESOL staff as initiators of a "new" program, to take the lead in making specific requests for the types of information needed to assist the LEP students. After exchanging general descriptions of your program, students to be served, and the aspects of vocational course, you need to get down to specific points. The following list presents some key questions which might help you identify the vocational content and the related language to be learned.

1. What must the student be able to do after successfully completing your course? What (level of) skills must he/she demonstrate?
2. What (level of) math skills are required in your course?
3. What kinds of tests or other evaluations are done and how often are they done?
4. May I have a copy of your course outline or syllabus? Would you go over it with me?
5. What materials or textbooks are used?
6. What major content areas are taught, in what order, at what pace?
7. Do you go through this text chapter-by-chapter or do you skip around? (Again the order of content areas.)
8. Could you give me an idea of how closely you follow the test, and what you expect your students to be able to do with it?

9. About how much time do you spend on each chapter or major topic? (Again the pace of the course.)

10. How can I tell what is most important for the students to learn? Would you select for me 10 of the most important concepts in each unit/chapter?

11. How are classroom lectures and hand-on activities scheduled?

12. What kind of homework assignments do you give, and how often?

13 What other supplementary written material do you use (e.g., lists of tools, processes, machine parts, safety rules)? May I have copies?

14. What supplementary audio-visual aids do you use?

15. May I sit in on your class now and then, to get an idea of how you structure it, what kinds of activities you have the students do, and what kind of language you use?

16. Could we get together periodically to talk over things like eventual changes in the course outline, progress of the LEP students, and problems you see them having?

Source: Jeanne Lopez-Valadez. Bilingual Vocational Education Project. Arlington, Illinois, 1981.

VOCATIONAL/VESOL INSTRUCTOR COLLABORATION
SAMPLE

VOCATIONAL PROGRAM: Food Production

WEEK OF: ____________ TO ____________

VOCATIONAL OBJECTIVE: Knows ingredients and methods for making sauces, roux and stocks.

VOCATIONAL TASK ANALYSIS	VOCATIONAL MATERIALS TO BE USED	VOCATIONAL TEACHING STRATEGIES TO BE USED	VOCATIONAL EVALUATION	SAFETY INFORMATION
1. Sauces a. cream b. veloute c. brown 2. Roux 3. Stocks a. chicken b. beef 4. Rice Pilaf 5. Measurement Conversions	Recipe cards Student notes Actual tools and equipment Filmstrip Transparencies HOME LANGUAGE MATERIALS Aide assistance Student notes	Lecture Demonstration Worksheets Oral identification	Discussion Written (short answer, listing)	Use of burners and oven

6. EFFECTIVE USE OF THE HOME LANGUAGE IN THE VOCATIONAL CLASSROOM

Adult LEP students who are provided **home language assistance and instruction** during vocational training tend to learn English and complete programs as quickly as native speakers of English if the home language is used appropriately. Instruction in the home language may be provided by a **bilingual vocational teacher, a bilingual teacher aide**, and/or through use of vocational materials and information translated in the home language. With whatever means are used to provide classroom assistance in the home language, **there are some areas of vocational instruction that need not be learned in English, but should be simply understood and conceptualized to succeed in vocational classes.** For this reason, the home language is an appropriate vehicle for instruction in these areas. The following chart and examples reflect how the home language of LEP students may be appropriately and effectively utilized in the vocational classroom.

INSTRUCTIONAL AREA	L1 ONLY (Home Language)	BEGIN L1	TARGET L2 (English)
Course objectives/goals	X		
Names tools and equipment			X
Safety concepts	X		
Safety signs/warnings		X	X
Processes		X	X
Explanations of concepts	X		
Informal counseling function	X		
Explanations of American culture	X		
Liaison between teachers and school	X		
Introduction of new material		X	X
Evaluation of material understood		X	X

The following are examples of vocational information and *in which language* these topics can be most effectively taught.

Key: L1 = Home Language; L2 = English

1. Introducing a unit on "How to Wax a Floor". (L1)
2. Identifying types of clamps. (L2)
3. Explaining the importance of punctuality. (L1)
4. Explaining why the chuck should not be tightened. (L1)
5. Explaining that the chuck should not be tightened. (L1->L2)
6. Identifying procedures for "How to Use a Drill Press". (L1->L2)
7. Explaining importance of eye-to-eye contact. (L1)
8. Identifying types of vacuum cleaners. (L2)
9. Explaining how to get aid from a social program. (L1)
10. Explaining the overall objective of Electronics class. (L1)

Adapted from: Bilingual Vocational Teacher Training Project. Planning the Language Component (Part J). Austin, Texas: Consortium C, Education Service Center IV, 1977

TEAMING WITH THE BILINGUAL VOCATIONAL TEACHER AIDE

COLLABORATION TECHNIQUES

When a bilingual vocational teacher aide is utilized in the vocational and/or vocational ESOL classroom, use of the following collaboration techniques will provide maximum support in the home language for LEP adults:

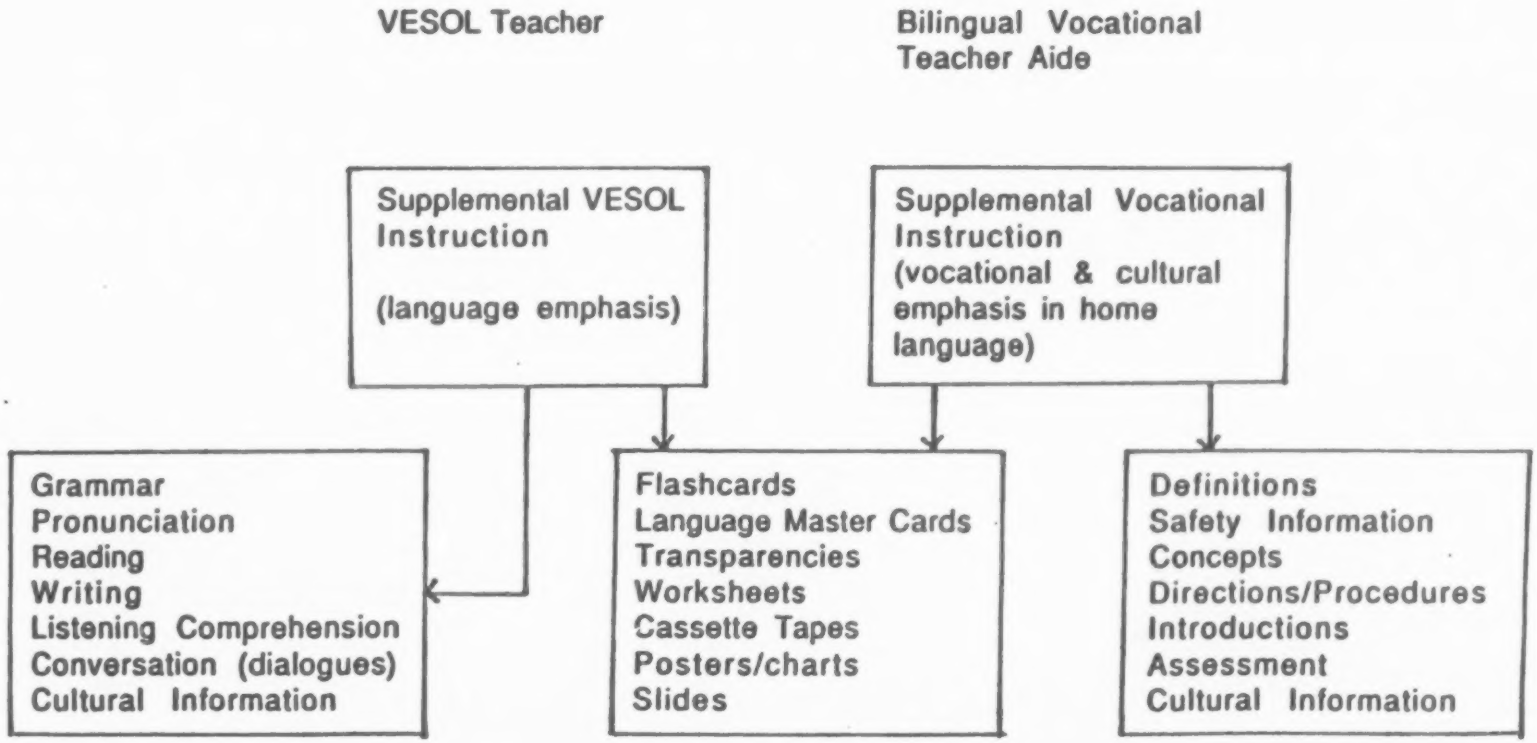
The Bilingual Teacher Aide can:

- share important cultural aspects of LEP vocational students with instructors when necessary.
- provide input to LEP vocational students on cultural aspects of American society, safety information and other important information by way of oral translation, hand-outs or tape recordings in the home language.
- facilitate learning by knowing and presenting the objectives, the goals and the expectations of the lessons in the home language.
- report feedback as to the progress of LEP students to vocational ESOL and/or vocational instructors (ex., skill area(s) the students may have trouble: listening, speaking, reading, writing, problems with time allotted for practice and review in the classroom).
- serve as a model for student action in the following areas: appearance, attendance and punctuality, attitude, speech, knowledge, general conduct and self-discipline.
- work with the vocational instructor to understand lesson plans, objectives, teaching methodologies, and various areas of the vocational curriculum to better provide needed support in the home language.
- assist in strengthening school and community relations by effectively communicating with families of LEP students in the home language.
- assist teachers in identifying and adapting vocational instructional materials for LEP students.

EFFECTIVE USE OF THE HOME LANGUAGE IN VOCATIONAL INSTRUCTION

TEAM ORGANIZATION

The vocational teacher, vocational ESOL teacher and/or bilingual vocational teacher aide can provide coordinated and integrated instruction to enhance learning for adult LEP vocational students. The following flow chart reflects examples of such coordinated efforts:


VESOL Teacher
Bilingual Vocational Teacher Aide
Supplemental VESOL Instruction
(language emphasis)
Supplemental Vocational Instruction
(vocational & cultural emphasis in home language)
Grammar
Pronunciation
Reading
Writing
Listening Comprehension
Conversation (dialogues)
Cultural Information
Flashcards
Language Master Cards
Transparencies
Worksheets
Cassette Tapes
Posters/charts
Slides
Definitions
Safety Information
Concepts
Directions/Procedures
Introductions
Assessment
Cultural Information

7. EVALUATING VOCATIONAL MATERIALS

VOCATIONAL MATERIALS EVALUATION CHECKLIST

Evaluate the accessibility of vocational materials for LEP students by completing this form. Circle your choice.

		HARDLY	SOMETIMES	OFTEN	CONSISTENTLY
	DOES THE TEXT UTILIZE:				
Sentence Structure	1. Short sentences?	1	2	3	4
	2. Limited number of multi-clause sentences?	1	2	3	4
	3. Simple Verb tenses?	1	2	3	4
Vocabulary	4. Commonly used terminology?	1	2	3	4
	5. Consistent use of terminology?	1	2	3	4
	6. Avoid slang/idioms?	1	2	3	4
	7. Key terms defined?	1	2	3	4
Content/ Organization	8. Logical order of presentation?	1	2	3	4
	9. Examples and/or applications of concepts?	1	2	3	4
	10. Free of unnecessary details?	1	2	3	4
	11. Preview and reviews sections?	1	2	3	4
	12. Activities for practice?	1	2	3	4
Physical Appearance	13. Informative illustrations, charts, photos, etc.?	1	2	3	4
	14. Headings/subheadings?	1	2	3	4
	15. Highlighting?	1	2	3	4
	16. Clearly readable print?	1	2	3	4
	17. Enough open space on the page?	1	2	3	4
Bias	18. Multiethnic/multi-cultural representation?	1	2	3	4
	19. Free of cultural stereotyping?	1	2	3	4
	20. Multicultural earning activities?	1	2	3	4

EVALUATING THE READABILITY LEVELS OF VOCATIONAL MATERIALS

THE CLOZE TECHNIQUE

The cloze technique was developed by John Bormuth and is described in the article "The Cloze Readability Procedure" (Elementary English, April, 1968: 429-436). The cloze technique serves as a quick method of estimating whether students can read the printed material to be used in the vocational classroom. The cloze technique makes it much easier for you to make reasonable estimates of readability levels of vocational instructional materials for LEP students.

The Modified Technique:

Select a representative passage from the printed vocational material you wish to use. The passage should be about 250 words in length.

1. Leave the first sentence of the selected passage as is.
2. Delete every seventh word in the remainder of the passage.
3. Place a blank line in the space where each word is deleted.
4. Have student read the passage and fill in the blanks.
5. If students can successfully fill in 60% of the blanks with appropriate words, it is reasonable to assume that they understand what they are reading.

CHILD CARE CLOZE TEST

SAMPLE

Most parents-to-be wonder whether they will be able to take good care of their child. Considering all the different ideas about __________ and parenting they have probably heard, __________ is no wonder. Even the most __________ mothers and fathers worry about doing __________ right thing.

While they are waiting __________ the baby to be born is __________ good time for expectant parents to __________ more about children and parenting. Books __________ articles can provide current information. Family __________ and friends with children can offer __________ about what worked for them and __________ problems to watch out for.

A __________ should discuss their ideas about parenting __________ with each other before the baby __________ born. Of course, they cannot plan __________ they will do in every possible __________ . And as they become experienced at __________, some of their early ideas may __________ __________. But by agreeing ahead of time __________ general philosophies of raising children, they __________ avoid conflict later on.

Much has __________ written about the problems a new __________ can cause in a family with __________ children. However, much depends on the __________ of the family - their attitudes and relationships. __________ who feel loved and accepted are less likely to react negatively to a new baby. But it is normal for any young child to react with at least some feelings of jealousy or confusion.

Source: The Developing Child. Understanding Children and Parenting.
Glencoe Publishing Company, 1988.

8. ADAPTING VOCATIONAL CONTENT MATERIALS FOR ADULT LEP STUDENTS

TIPS FOR TEACHERS

One difficulty language minority students who are enrolled in vocational education classes often experience is a lack of accessibility to the texts, manuals and other instructional materials provided in the classroom for learning the content. Vocational teachers use specialized language that is not easily understood by others outside the field, even by those whose home language is English. In sharp contrast, LEP students frequently have not yet acquired complete fluency in basic survival vocabulary and English language skills when they enroll in vocational training courses.

How can the knowledge and concepts taught in vocational or vocational ESOL classes be modified or presented in different ways to successfully reach LEP students? First, **the selected portion of text must be evaluated.** This may be done in a brief, but comprehensive manner by checking the characteristics of the sentence structure, vocabulary, content, organization, physical appearance and possible cultural bias in the selected lesson. The checklist at the end of this section may be used as an effective tool for text and content evaluation.

As a result of completing the text evaluation, **modifications most needed will be identified.** When choosing which adaptations to make, consider the levels of home language literacy and English proficiency the students demonstrate. For **lower level and non-schooled students**, translate key concepts, orally for non-schooled youth and written for those with literacy skills in the home language. Surround the student with "realia", or as many of the actual objects that are discussed and included in the vocational and/or ESOL lessons as possible. Ask for demonstration of competencies, concepts and knowledge acquired when appropriate. Add visuals and illustrations to establish meaning. Use multiple forms of media to present vocational information. Also it is important to be alert to how questions are formed when addressing LEP students with lower proficiency levels. Ask yes/no, either/or, or wh- questions when possible.

For LEP students who are **more proficient in English**, make a outline, write a summary, use short, simple sentences and use simple, active verb forms as much as possible. Delete unnecessary detail, simplify vocabulary and change narratives to lists. LEP students who are at higher levels of English proficiency still greatly benefit and learn more content when modification techniques especially appropriate for lower level students continue to be used.

By adapting and using modified vocational materials to meet both the employability and language needs of LEP students, the vocational and/or vocational ESOL teacher will play an integral part in assisting their students in successfully **learning English and a vocational skill.**

VOCATIONAL TEXT MODIFICATION TECHNIQUES CORRELATED WITH LEVELS OF ENGLISH PROFICIENCY

FOR LOW LEVEL STUDENTS

- translate key concepts (oral and written)
- provide "realia"
- ask for demonstration(s)
- add visuals and illustrations
- use *yes/no, either/or,* and *wh-* questions (see Questioning Techniques Chart)
- present same information using multiple media techniques

FOR INTERMEDIATE/HIGH LEVEL STUDENTS

- make an outline
- write a summary
- use short, simple sentences
- use simple verb constructions
- use active verb constructions
- simplify vocabulary
- change narratives to lists
- highlight important points

EFFECTIVE VESOL INSTRUCTIONAL STRATEGIES

QUESTIONING TECHNIQUES

Questions are suggested for the vocational ESOL teacher to elicit responses from the simplest to the more complex from LEP vocational students. The questions focus upon literal, interpretative and critical thinking levels utilizing vocational content. This chart illustrates the art of questioning in developing English language skills.

	COMPREHENSION LEVEL			
TYPE OF QUESTION	Literal	Interpretive	Critical Thinking	RESPONSE
DIRECTIVE	Point to the micrometer.	Point to where the chuck is turned.	Point to the tool you think should be used now.	Non-Verbal
YES-NO	Are two drill presses in the shop?	Will Miguel use the steel hammer on the lathe?	Do you think dogs should touch chips?	Yes-No
EITHER-OR	Are the tap handles hand or measuring tools?	Do you turn the chuck to the right or left?	Do you think Miguel will discard tool bits or chips?	One Word
WH-	What is deburring?	When do you think a clamp is used?	When do you think the operating machines are dangerous?	Phrase or Sentence

ADAPTING VOCATIONAL CONTENT MATERIALS

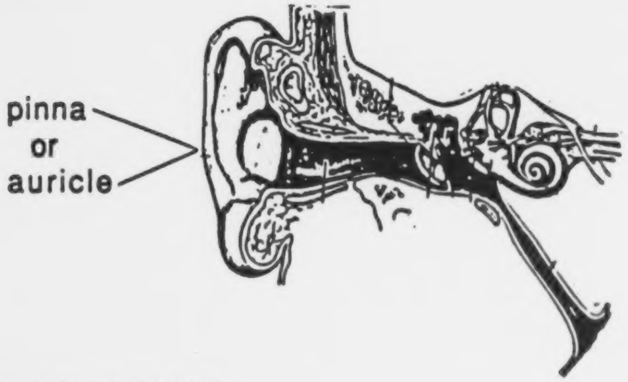
SAMPLE MODIFICATIONS

1. *ADD VISUALS AND ILLUSTRATIONS*

Original

The projecting part of the ear is known as the pinna, or the auricle.

Adapted



2. *MAKE AN OUTLINE*

Original

The rule for connecting a voltmeter should always be followed to avoid an incorrect reading of the meter: a voltmeter is always connected in parallel. It is placed across a voltage source or across a resistor.

Adapted

I. Connecting a voltmeter

  a. Follow the rule.
  b. Avoid an incorrect reading of the meter.
  c. Always connect in parallel.
  d. Place across voltage source.
  e. Or place across a resistor.

3. *DEVELOP A VOCABULARY/DEFINITION/EXAMPLE LIST*

Original

Aspirin is primarily a analgesic drug. An analgesic is a drug that relieves pain without dulling consciousness. An antibiotic is an antibacterial substance that is produced by a living organism and is administered to fight bacterial infections in the body. Probably the best known of these drugs are the penicillins and the mycins, which have proved to be more effective than penicillins in many cases.

Adapted

	Vocabulary	Definition	Example
1.	analgesic	relieves pain without dulling consciousness	aspirin
2.	antibiotic	fights bacterial infections	penicillins, mycins

4. *CHANGE NARRATIVES TO LISTS*

Original

Although the terms "growth" and "development" are often used to mean the same thing, there is a difference. Growth refers to measurable change in size. Development refers to an increase in physical, emotional, social or intellectual skills. Growth and development are both rapid during the first year.

Adapted

1. "Growth" is measurable change in size.
2. "Growth" is rapid during the first year.
3. "Development" is increase in physical, emotional, social or intellectual skills.
4. "Development" is rapid during the first year.

5. *USE SIMPLE AND ACTIVE VERB CONSTRUCTIONS*

Original

If, however, the humidity is found to be low, a great deal of evaporation is likely to occur accompanied by considerable cooling, and the wet bulb will be considered depressed.

Adapted

If the humidity is low, evaporation occurs. Cooling also occurs. The wet bulb is depressed.

6. *SIMPLIFY VOCABULARY*

Original	Adapted
... are referred to as ...	are called
function	work
adjust	change

7. *DELETE UNNECESSARY DETAILS*

Original

Our modern theory of atomic structure is based upon Dalton's concepts, which have withstood the test of time because they have explained many observed phenomena in nature.

Adapted

The theory of atomic structure is based on Dalton's concepts.

APPROPRIATE USE OF AUDIO-VISUALS FOR VESOL INSTRUCTION

Audio-visuals traditionally used in academic classrooms are especially effective in vocational classrooms when used to present content information in several different ways. The following audio-visual materials and equipment can be used to reinforce new language and address the various learning styles of LEP adult students in vocational training programs.

USES FOR:

NEWSPRINT/POSTERS

1. Illustrations
2. Vocabulary lists (home language)
3. Forms
4. Procedures (home language)
5. Dialogues
6. Safety information (home language)
7. Measurement charts

FLASHCARDS

1. Illustrations
2. Vocabulary items (tools/equipment, verbs)
3. Procedures (to place in logical order)
4. Safety information (home language)
5. Questions and answers (for matching)
6. Dialogues (to place in logical order)
7. Labels

TRANSPARENCIES

1. Vocabulary items
2. Illustrations
3. Procedures
4. Forms

LANGUAGE MASTER RECORDER

1. Vocabulary items
2. Illustrations
3. Questions and answers (for matching)
4. Dialogues
5. Procedures (to place in logical order)

CASSETTE RECORDER

1. Classroom lectures/explanations
2. Safety information (home language)
3. Course introduction, goals and objectives (home language)
4. Vocabulary items (correlated with worksheets)
5. Procedures (home language)
6. Cultural information - at work, during the job interview, in the vocational classroom (home language)

SLIDES

1. Bingo
2. Concentration
3. Vocabulary items (home language)
4. Illustrations
5. Procedures
6. Safety information

CHALKBOARD

1. Display of charts/posters/illustrations
2. Vocabulary items (home language)
3. Simple exercise (logical order, matching)

ADAPTING VOCATIONAL CONTENT MATERIALS FOR LEARNERS OF ENGLISH

MODIFICATION CHECKLIST

Use the modification techniques below to make vocational texts and other instructional materials more accessible for learners of English. Check each technique you are able to use.

______Translate key concepts into student's home language.

______Make an outline.

______Write a summary.

______Develop a vocabulary/definition/example list.

______Add visuals and illustrations.

______Provide "realia" (real objects being discussed).

______Develop questions appropriate to the English proficiency level of the students (ask for demonstration, yes/no, either/or, wh- questions, how/why questions).

______Use short, simple sentences.

______Use simple verb constructions.

______Use active verb constructions.

______Add nouns where whey have been implied or replaced with pronouns.

______Simplify vocabulary.

______Standardize vocabulary.

______Change slang and idioms to simpler language.

______Change narratives to list forms.

______Change order to be logical.

______Delete unnecessary details.

______Add supplementary written exercises (matching, fill-in-blank).

______Present same information using multiple forms of media (Language Master, computer, typewriter, cassette recorder, transparency, flashcards, index cards, newsprint, chalkboard using colored chalk, film strips, slides, videos).

9. ALTERNATIVE TESTING TECHNIQUES USING VOCATIONAL CONTENT

Alternative testing techniques are important to use when assessing the vocational knowledge and skills acquired by LEP vocational students. **Formal assessment tests** often fall short of their intent. Content, item format and item bias can render such tests inappropriate and even inaccurate for learners of English, especially those in vocational training programs.

Informal assessment techniques, however, are designed to be easily incorporated into classroom routines and learning activities that reflect the LEP student's performance on particular skills or areas of interest. Informal assessment strategies that are somewhat difficult to score and evaluate but actively involve the students are called *unstructured*. Assessments which are planned by the teacher more specifically are *structured* assessments. In this type, "right" and "wrong" answers are clearly delineated. The following testing techniques can be used to provide alternative and appropriate means of assessing the knowledge and vocational skills gained by LEP students.

UNSTRUCTURED

- Writing Samples
- Homework
- Logs or Journals
- Games
- Debates
- Discussion
- Brainstorming
- Story Re-Telling
- Unstructured Oral Interviews
- Observation

STRUCTURED

- Checklists
- Cloze Tests
- Criterion-Referenced Tests
- Rating Scales
- Questionnaires
- Structured Oral Interviews
- Self-Evaluation Grids/Graphs
- Dictation

10. DEVELOPING A VOCATIONAL ESOL LESSON

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN
SAMPLE

TEACHER____________________ LEVEL____________ MESTER/YEAR________

DATE____________________

COMPETENCY ***Cabinetmaking*** *Understand and use the names of parts and basic procedures for a surfacer/planer*

Cultural focus: Convey to students that tools/machinery are very powerful and can be dangerous. Also emphasize that asking for clarification is important, expected and encouraged.

Procedure:
- Label, orally identify, practice surfacer-planer parts/procedures (worksheets, demonstration, oral identification).
- Substitute learned procedures with new terminology; practice (Vocabulary Expansion Worksheet, demonstration).
- Use new language skills in meaningful communication for the job (Conversation Practice Worksheet).

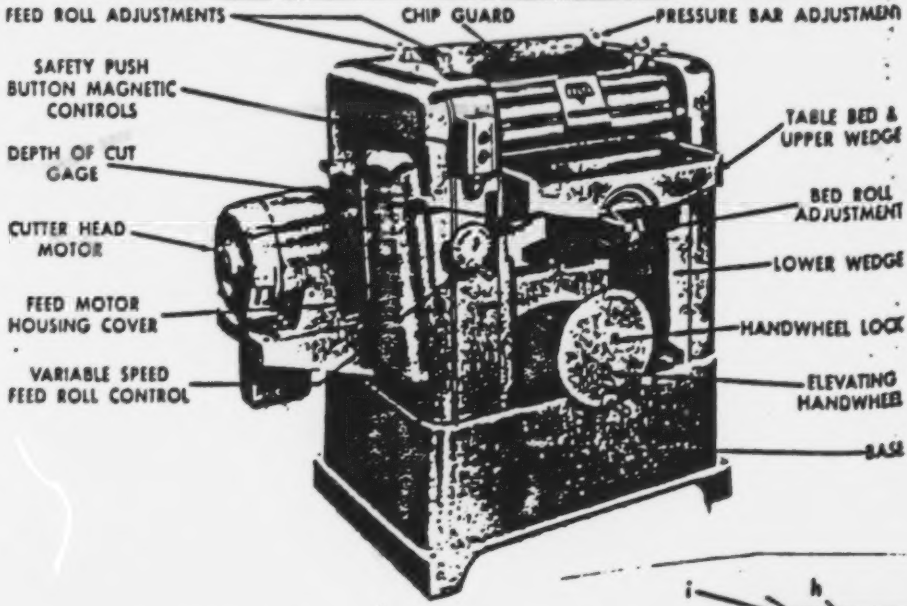
Structural Focus:
- •adjective + noun (planer parts)
- •commands (procedures)
- •asks/responds to simple wh-questions (employer/employee dialogue)

TEXT/MATERIALS:
- •Surfacer/planer
- •Teacher-made/textbook-adapted worksheets
- •Cabinetmaking text
- •Labels to place on actual machine parts

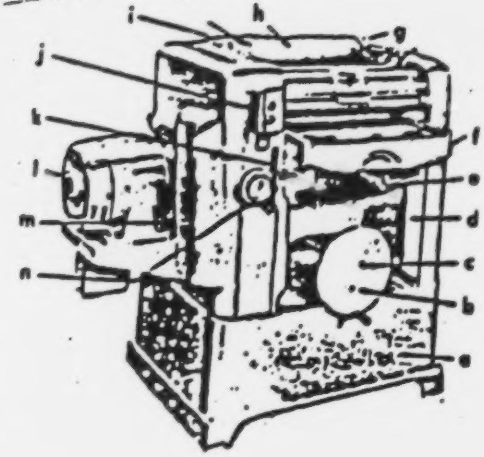
EVALUATION: Students identify surfacer-planer parts and procedures through oral practice and writing.

CABINETMAKING
IDENTIFICATION OF PLANER (SURFACER) PARTS

LISTEN TO THE PARTS OF THE MACHINE AND REPEAT.


FEED ROLL ADJUSTMENTS
CHIP GUARD
PRESSURE BAR ADJUSTMENT
SAFETY PUSH BUTTON MAGNETIC CONTROLS
TABLE BED & UPPER WEDGE
DEPTH OF CUT GAGE
BED ROLL ADJUSTMENT
CUTTER HEAD MOTOR
LOWER WEDGE
FEED MOTOR HOUSING COVER
HANDWHEEL LOCK
VARIABLE SPEED FEED ROLL CONTROL
ELEVATING HANDWHEEL
BASE

WRITE THE NAMES OF THE PARTS.


i
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a.__________________ b.__________________ c.__________________

d.__________________ e.__________________ f.__________________

g.__________________ h.__________________ i.__________________

j.__________________ k.__________________ l.__________________

m.__________________ n.__________________

CABINETMAKING
IDENTIFICATION OF PLANER (SURFACER) PARTS

SPELLING/FILL IN THE BLANKS

Complete the spelling below:

1. c_ip g_ar_
2. ma_ne_ic _ont_ol
3. ha_dlo_ _
4. p_es_ur_ _ ar
5. b_s_
6. ho_s_ng c_v_r
7. b_d
8. f_ed r_l_ adj_s_men_s
9. b_d r_ll ad_ustment
10. c_tte_ h_ _d m_t_r

Fill in the blanks with the correct word(s).
Choose from the list on the right.

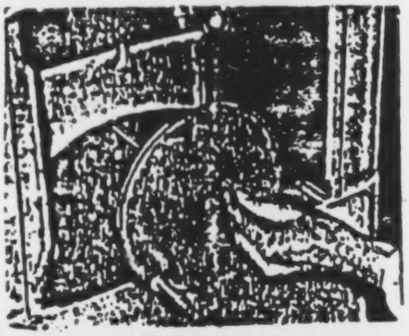
1. ________________roll adjustment
2. cutter________________motor
3. feed motor housing______________
4. bed______________adjustment
5. ________________wedge
6. ________________wedge
7. depth of______________gage
8. chip_________________
9. ________________controls
10. pressure bar ______________

adjustment
bed
head
lower
roll
upper
guard
cut
magnetic
cover

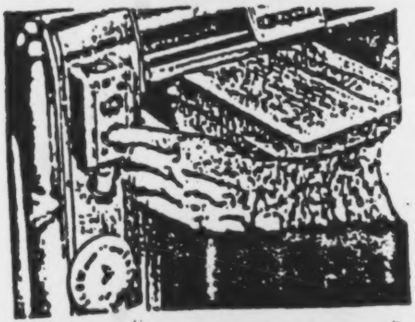
CABINETMAKING
IDENTIFICATION OF PLANER (SURFACER) PARTS AND PROCEDURES

DIRECTIONS: Identify each picture on the left by reading the procedure on the right.

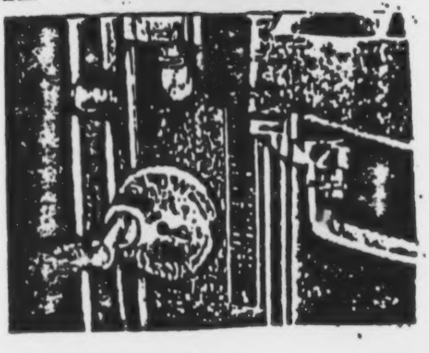
Turn off the machine.



Adjust the feed.



Adjust the cut.



Adjust the bed.

CABINETMAKING
IDENTIFICATION OF PLANER (SURFACER) PARTS AND PROCEDURES

VOCABULARY EXPANSION

Directions: Listen. Repeat. Respond appropriately to each new procedure.

Adjust the depth of the cut.
Change .
Switch .

Push the button.
the off button.
the magnetic controls.
Turn off the .
machine.

Raise the bed.
Lower .
Adjust .

Slow down the feed.
it down.
the feed down.
Speed up the feed.
it up.
the feed up.
Adjust .
Change .

Turn the hand wheel up.
down.

Would you ?
Will ?
Can ?
Could ?

Sure. Certainly. Of course. Right away.

CABINETMAKING
IDENTIFICATION OF PLANER (SURFACER) PARTS AND PROCEDURES

CONVERSATION PRACTICE

EMPLOYER (boss): Adjust the feed.

EMPLOYEE (worker): How?

EMPLOYER: Slow it down.

EMPLOYEE: Where?

EMPLOYER: Change the feed control.

EMPLOYEE: Slow or fast?

EMPLOYER: Slow.

QUESTIONS:

1. What is another word for adjust?

____

2. Does the boss want the employee to slow the machine down?

____

3. How does the employee slow the machine down?

____

4. What is another word for boss?

____

5. What is another word for employee?

____

FILL IN THE BLANKS:

______________the feed.

______________it down.

______________the feed______________.

11. RESOURCE LIBRARY OF VOCATIONAL MATERIALS FOR LEP STUDENTS

AUTO MECHANICS

Gaines, James R. *Auto Mechanics: An Overview, Industrial Education (duplicating masters, transparencies)*. Saint Louis, Missouri: Milliken Publishing Co., 1980.

Taylor, Ellen and Charles Stewart. *Practicing Occupational Reading Skills--Automotive*. Random House, New York, 1982.

CARPENTRY

Educational Research Council of America. *Carpenter, Real People At Work*. St. Paul, Minnesota: EMC Publishing, 1982.

McConnell, Robert D. *Woodworking--Trees, Wood, and the Woodworking Industry (duplicating masters, transparencies)*. St. Louis, Missouri: Milliken Publishing Co., 1976.

McConnell, Robert D. *Woodworking--Wood Joints (duplicating masters, transparencies)*. St. Louis, Missouri: Milliken Publishing Co., 1976.

Stewart, Charles and Ellen Taylor. *Practicing Occupational Reading Skills--Carpentry*. Random House, New York, 1982.

CLERICAL

Andujar, Maria D. and Jose L. Iglesias. *Typing, Spanish Version*. New York, New York: Regents Publishing Company, Inc., 1977.

Caton, Joyce J. *Word Processing--Business and Office Education (duplicating masters, transparencies)*. St. Louis, Missouri: Milliken Publishing Co., 1980.

Feuille-Le Chevallier, Carolyn. *Tele-VESL Business Telephone Skills* (Cassette). Hayward, California: The Alemany Press, 1983.

Gill, Marilyn and R. Jack Hacikyan. *Business In English--A Communicative Skills Approach*. New York, New York: Regents Publishing Company, Inc., 1980.

Meza, Barbara Steel de. *Business Letter Handbook, Spanish/English*. New York, NYP: Regents Publishing Company, Inc. 1973.

Nieves, Enrique. *Topics for Business English for Spanish Speaking Students*. South Western Publishing Company: Cincinnati, Ohio, 1982.

Sheff, Donald A. *Secretary English*. New York, New York: Regents Publishing Company, Inc., 1964.

CLOTHING PRODUCTION

Educational Research Council of America. *Dressmaker, Real People At Work*. Cleveland, Ohio: Austin H. Kiplinger, 1974.

Richey, Jim. *Clothing Language--A Survival Vocabulary*. Hayward, California: James Book Publishers, 1979.

COSMETOLOGY

Colletti, Anthony R. *Cosmetology (Spanish translation)*. Broadway, New York: Publicaciones Keystone, 1975.

Educational Research Council of America. *Beautician, Real People At Work*. Cleveland, Ohio: Austin H. Kiplinger, 1974.

ELECTRICITY

Institute of Modern Languages, Inc. *Basic Electricity*. Silver Spring, Maryland: Institute of Modern Languages, Inc., 1975.

ELECTRONICS

Stewart, Charles and Ellen Taylor. *Practicing Occupational Reading Skills--Electronics*. Random House, New York, 1982.

FOOD PRODUCTION

Educational Research Council of America. *Chef, Real People At Work*. Cleveland, Ohio: Austin H. Kiplinger, 1974.

Richey, Jim. *Restaurant Language--A Survival Vocabulary*. Hayward, California: Janus Book Publishers, 1978.

Richey, Jim. *Supermarket Language--A Survival Vocabulary*. Hayward, California: Janus Book Publishers, 1978.

Shenk, Carol. *Measurements in Cooking*. Phoenix, New York: Richards Publishing Company, Inc., 1983.

HEALTH OCCUPATIONS

Hirschhorn, Howard H. *Medical Guide (English-Spanish)*. New York, New York: Regents Publishing Company, 1968.

Richey, Jim. Medical Language--A Survival Vocabulary. Hayward, California: Janus Book Publishers, 1980.

Taylor, Ellen and Charles Stewart. Practicing Occupational Reading Skills--Health. Random House, New York, 1982.

HOUSEKEEPING

Educational Research Council of America. Executive Housekeeper. Real People At Work. Cleveland, Ohio: Austin H. Kiplinger, 1974.

MACHINE TRADES

Alpers, Byron J. and Mitchell L. Afrow. Vocational Reading Skills Shoptalk. Metal and Machines. Allyn and Bacon, Inc., 1978.

Stewart, Charles and Taylor, Ellen. Practicing Occupational Reading Skills--Machine Shop. Random House, New York, 1982.

TOOLS

Ronan, William. Shop and Home Safety--Using Hand Tools, Part 1 (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Ronan, William. Shop and Home Safety--Using Hand Tools, Part 2 (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Ronan, William. Shop and Home Safety--Using Power Tools (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Wells, Russell D. Identification and Features of Tools--Drilling and Boring Tools (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Wells, Russell D. Identification and Features of Tools--Driving, Turning, Slicing tools. St. Louis, Missouri: Milliken Publishing Co., 1975.

Wells, Russell D. Identification and Features of Tools--Edge Cutting, Scraping, and Shearing Tools (duplicating masters, transparencies). St. Louis, Missouri: Milliken Publishing Co., 1975.

Wells, Russell D. Identification and Features of Tools--Marking, Measuring, Layout, Checking, Sawing Tools. St. Louis, Missouri: Milliken Publishing Co., 1975.

UPHOLSTERY

Educational Research Council of America. Furniture Maker. Real People At Work. Cleveland, Ohio: Austin H. Kiplinger, 1974.

WELDING

West, Linda L. Welding. Hayward, California: The Alemany Press, 1984.

CULTURE

Curt, Judith Nine. Non-Verbal Communication. Cambridge, Massachusetts: National Assessment and Dissemination Center, 1976.

Curt, Judith Nine. Teacher Training Pack for a Course on Cultural Awareness. Cambridge, Massachusetts: National Assessment and Dissemination Center, 1976.

Davis, A. L. Culture, Class, and Language Variety. Urbana, Illinois: National Council of Teachers of English, 1973.

Hall, Edward T. The Silent Language. Garden City, New York: Anchor Books, 1973.

Saville-Troike, Muriel. Foundations for Teaching English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Seelye, H. Ned. Teaching Culture. Skokie, Illinois: National Textbook Company, 1981.

Snyder, Barbara. Cultural Encounters. Skokie, Illinois: National Textbook Company, 1979.

Spradley, James P. and Michael A. Rynkiewich. The Nacirema-Readings on American Culture. Boston, Massachusetts: Little, Brown and Company, 1975.

DICTIONARIES

Dover Publications, Inc. A Phrase and Sentence Dictionary if Spoken English. New York, New York, 1958.

Indiana University, Creole Institute. Haitian Creole--English-French Dictionary, Volume I. Bloomington, Indiana, 1981.

Indiana University, Creole Institute. Haitian Creole--English-French Dictionary, Volume II. Bloomington, Indiana, 1981.

Malgorn, Guy. Diccionario Tecnico Ingles/Espanol. Magallones, 25, Madrid, Spain: Paraninfo, S.A., 1977.

Oliver, Dennis A. The Spelling Helper Dictionary. Hialeah, Florida: Denco International Publishing Co., 1980.

EMPLOYABILITY SKILLS

Jew, Wing and Robert Tong. Job Interview Kit. Haywards, California: Janus Book Publishers, 1976.

Piltch, Benjamin. Application Forms. Phoenix, New York: Frank E. Richards Publishing Co., 1972.

Quinn, Treva M. Weekly Time Cards. Johnstown, Pennsylvania: Mafex Associates, Inc., 1969.

Richey, Jim. Job Application Language. Hayward, California: Janus Book Publishers, 1978.

Savage, K. Lynn, Mamie How, and Ellen Laishan Yeung. English That Works - 1 & 2. Glennview, Illinois: Scott Forseman and Company, 1982.

Schneider, Bernard. Getting And Holding A Job. Phoenix, New York: Frank E. Richards Publishing Co., 1966.

Walker, Bonnie L. and Jacqueline Madder. Career Awareness. Baltimore, Maryland: Media Materials, Inc., 1978.

Walker, Bonnie L. and Jacqueline Madder. Career Exploration. Baltimore, Maryland: Media Materials, Inc., 1978.

Walker, Bonnie L. and Jacqueline Madder. Career Planning. Baltimore, Maryland: Media Materials, Inc., 1978.

Wool, John D. Preparing For The Job Interview. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1977.

GENERAL SAFETY

Bradley, Curtis and Joan Friedenberg. Safety Comes In All Languages. Miami, Florida: Bilingual Vocational Instructor Training Program, 1983.

Mrowicki, Linda. Let's Work Safely! Palatine, Illinios: Linmore Publishing, Inc., 1984.

Ronan, William. Shop and Home Safety, Personal Safety. St. Louis, Missouri: Milliken Publishing Company, 1975.

Thomas, Donald F. How To Become A Safe Worker. Johnstown, Pennsylvania: Mafex Associates, Inc., 1977.

12. BIBLIOGRAPHY

Bergin, Victoria. *Special Education Needs in Bilingual Programs*. Rosslyn, Virginia: National Clearinghouse, 1980.

Bilingual Vocational Education Project. *Vocational Education for the Limited-English Speaking: A Handbook for Administrators*. Arlington Heights, Illinois: Illinois Department of Adult, Vocational and Technical Education, 1979.

Bilingual Vocational Teaching Training Project. *Planning the Language Component (Part I)*. Austin, Texas: Consortium C. Education Service Center IV, 1977.

Bonomo, Michael and Mary Finocchiaro. *The Foreign Language Learner: A Guide for Teachers*. New York, New York: Regents Publishing Company, Inc., 1973.

Bradley, Curtis and Joan Friedenberg. *Foundations and Strategies for Bilingual Vocational Education*. Washington, D.C.: Center for Applied Linguistics, 1983.

Bradley, Curtis and Joan Friedenberg. *Safety Comes In All Languages*. Bilingual Vocational Instructor Training Program, Florida International University, Miami, Florida, 1983.

Bruder, Mary Newton and Christina Pratt Paulston. *Teaching English as a Second Language: Techniques and Procedures*. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1976.

Crandall, Jo Ann. *Language in Education: Theory and Practice #22 Adult Vocational ESL*, Arlington, Virginia: Center for Applied Linguistics, 1979.

Dehesus, Patricia and Linda Mrowicki. *Handbook for the VESL Teacher*. Arlington Heights, Illinois: Northwest Education Cooperative, 1981.

Friedenberg, Joan and Curtis Bradley. *The Vocational ESL Handbook*. Rowley, Massachusetts: Newbury House Publishers, Inc., 1984.

Lopez-Valadez, Jeanne. "VESOL Consultant Services" Workshop, Broward County, Florida. Bilingual Vocational Education Project, 1982.

Lucas, Nancy Lee. "A New Start for Refugees - Language, The First Barrier". *Journal of the American Vocational Association*, May, 1984.

Lucas, Nancy Lee. *Competencies for Vocational Educators Serving Limited English Proficient Students* (for Administrators, Vocational Instructors, Vocational English as a Second Language Instructors). Florida Department of Education Project, 1984.

Lucas, Nancy Lee. "Cultural Adjustment" *Immigrant Workers and the American Workplace: The Role of Voc Ed*, 1985.

Lucas, Nancy Lee. "Language - The First Barrier". Florida Vocational Journal, January/February, 1985.

Martinez, Robert and Gary Hargett, Cecilia Navarrete, Chris Nelson, Judith Wilde. Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs. Washington, D.C.: National Clearinghouse for Bilingual Education, 1990.

Savage, K. Lynn, Mamie How and Ellen Lai-Sahy Yeung. English That Works. Scott Foresman and Company, 1982.

Seelye, H. Ned. Teaching Culture. Skokie, Illinois: National Textbook Company, 1981.

Snyder, Barbara. Encuentros Culturales (Cross-Cultural Mini-Dramas). Skokie, Illinois: National Textbook Company, 1979.

Stevick, Earl W. Teaching Languages: A Way of Ways. Rowley, Massachusetts: Newbury House Publishers, Inc., 1981.

TEACHING ESOL CITIZENSHIP

A GUIDE FOR TEACHERS OF ADULTS

DEVELOPED BY:
JULIA SPINTHOURAKIS

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

A GUIDE TO TEACHING ESOL CITIZENSHIP, KNOWLEDGE OF OUR COUNTRY, AND AMNESTY

INTRODUCTION

The reason for this section of the **Guide** is to help **YOU**, the novice, as well as the experienced adult ESOL instructor, understand: a) your students and the unique experiences they bring to the class, b) the subject to be taught, and c) how to integrate these into a successful second language experience. At the end of this section you will find several references on the topic of content-area language instruction, teaching methodologies and techniques, social studies instruction and adult ESOL. You will find sample lesson plans (see Attachment A), a blank lesson plan sheet (see Attachment B) and student competency check sheets (see Attachment C) for your use.

This section of the **Guide** will provide you with facts about all these areas as well as information on how to go about teaching the subject matter at hand in a realistic and effective manner. The key to successfully teaching ESOL is really based on knowing who, what and how, while simultaneously recognizing that everyday occurrences (a) among your students, (b) in your classroom and (c) the community around you, directly and indirectly influence on what you are doing. Flexibility as well as ongoing evaluation and assessment will go a long way in assisting you to meet the goals and objectives set for both you and your students.

"Who are my students? What are their backgrounds?" All students with whom you will be working with have at least one thing in common; that is, they were born outside the United States. During your tenure in teaching adult ESOL you will probably have the opportunity to teach students from nearly all the countries around the world, from Afghanistan to Zimbabwe and all the others in between. They will also, in all likelihood, speak a language other than English as their native or first language. In some cases you might even find yourself teaching students whose native countries have English as the formal language along with local dialects these students who need to match or enhance their form of English with the form of English spoken in the United States. Beyond these two facts, similarities or commonalities shared by the group as a whole are few. The level of educational experiences they bring to class will range from having no formal education to having post graduate degrees. Their levels of language proficiency will also be marked by contrast rather than homogeneity. By this we mean one student may be able to speak everyday English with some or even apparent fluent proficiency, pronunciation or accent aside, while at the same time having little or no reading or writing ability whatsoever. The opposite is also possible with various combinations and degrees of proficiency making up the middle ranges of the continuum of proficiency.

The placement aspects of the program should mediate some of this variation but, as with all teaching, you don't always get the most homogeneous of groupings. This is where knowing your students and their backgrounds becomes more significant. Finally, they will come to you with varying experiences in the areas of civics, government and the law.

This, as it relates to the area to be taught, is of critical importance and relevance to you, the instructor. Therefore, it behooves each of you to try to learn something about not only who your students are, but also, where they come from and what their political system is like in comparison to that of the United States. This information will enable you to adapt your teaching focus to the experiences and understanding of your students. It will also help to explain why they might react in ways other than those you anticipate.

"What will I be teaching? Is it English or Citizenship? What about history, government and the law? Isn't ESOL just the teaching of English to Speakers of Other Languages?" As you are now aware, the entire ESOL program is founded on a competency-based curriculum and entails a checklist of competencies for each instructional area to be taught with suggestions as to which skills or modalities to be emphasized. These include a) listening (L), b) speaking (S), c) reading (R), and/or d) writing (W). This section of the Guide is for the area entitled **Knowledge of Our Country,** an area that includes citizenship, history, government and the law. As to whether or not the area in question is part of ESOL, it needs to be pointed out that learning a language in isolation results in learning nothing more than symbols and sounds, an exercise without focus. Neither this nor any of the other ten areas that make up the instructional areas centers on grammar or what some might consider the traditional focus of ESOL. The emphasis is rather on attaining the outlined competencies and developing as well as enhancing the students ability to communicate through all of the skills mentioned above. That is not to suggest that grammar has no place in the program, rather that it is part of the whole and not the whole itself. It is integrated in the subject matter as part of the structural focus of the lesson as well as that of the cultural focus.

"How do I teach ESOL Citizenship or the section of the curriculum known as Knowledge of Our Country? Isn't it something more suited to a teacher trained in methods of social studies?" The substance of the remainder of this section of the **Guide** provides the answer to your first question. As to the second question, the answer is, not really. It takes someone who has an awareness of (a) good teaching techniques, (b) methods of content-area language instruction, and (c) knowledge of what to teach in tandem with to whom to teach. The first won't change much as you go along. As good teachers you do this all the time, that is expanding your teaching technique repertoire.

The second we'll work on in this **Guide** and you'll be provided with further resources to draw upon as you go along in your teaching. As to the third, each time you get a new student you will be assessing, observing and evaluating what they know, don't know, need to know and on what you can build. Few, if any, of your students will come to you as examples of Rousseau's classic "tabula rasa." They are not blank slates. Rather, they are individuals who come to you with rich backgrounds and experiences which you will utilize, and build and expand upon to help them on their individual roads to becoming active members of their new societies.

CONTENT ESOL FOR CITIZENSHIP, KNOWLEDGE OF OUR COUNTRY AND AMNESTY

Population Background

The students who come to you are often newcomers to the United States. They may have come to the United States as legal immigrants under the **Immigration and Nationality Act** and its amendments, as refugees or they may hold other recognized immigration status such as asylees, public interest or humanitarian parolees (under the **Refugee Act of 1980** and its amendments). Since 1959, nearly 900,000 Cuban refugees have come into Florida with nearly 85% staying in the state. In 1980 alone over 125,000 Cubans, known as Mariel Cubans or Marielitos from the Cuban port from which they embarked, came in a four month period as part of the Freedom Flotilla. During this same period between 30,000 and 40,000 Haitians arrived and were given recognized immigration status. Between 1975 and 1991 over 200,000 legal refugees have come to Florida from over 40 countries.

Other newcomers may be here as tourists, foreign students, business persons, migrant workers, or spouses, siblings or children of all of the above. They may also be H-2A workers (temporary agricultural workers brought in for specific periods of time to work specific occupations for specific employers--such as the sugar cane industry). Others may have been here for many years but for a variety of reasons they have maintained a relative isolation that has kept them apart from the mainstream community that surrounds them.

All of the newcomers listed above could be part of this scenario but they could in fact be individuals who as a result of meeting criteria set forth in the **Immigration Reform and Control Act of 1986 (IRCA)** have been granted amnesty for having entered or remained in the United States illegally. **IRCA** brought sweeping changes to the entire employment landscape of this country and to the area of immigration. It was discussed, debated and modified in Congress for nearly a decade (1979-1986). Its ultimate passage brought forth changes that have had an impact on every single one of us, not least of all the foreign born individuals who benefitted from some of its provisions.

As a result of **IRCA** each American, or, for that matter anyone seeking employment in this country must complete the Immigration Naturalization Service (INS) form I-9 whenever they are hired in a new job. It requires each of us to prove we have the legal right to work in this country. For American citizens, this means showing our social security card, passport, birth certificate or other legally sanctioned identification document. The foreign born must have an INS issued Employment Authorization Document (EAD), either a valid I-688A, I-688B or another INS approved document such as an I-94 with work authorization stamped on it.

AMNESTY/LEGALIZATION

Foreigners living in the United States who were able to adjust their residency status and were given "amnesty" or allowed to go through the "legalization" process because of **IRCA** fell into two categories. In Florida, a total of 161,589 applicants (US Department of Health and Human Services, March 29, 1990) fell into these categories. Nationally the number came to nearly 3 million. California, Texas, New York, Florida, Illinois, Arizona, New Jersey, Washington, New Mexico and Oregon account for 91.9 percent of all Eligible Legalized Aliens (ELAs) applicants in the United States.

Categories

The amnesty/legalization categories were: (a) individuals who were in the United States illegally prior to January 1, 1982 and met other criteria for admissibility as immigrants (aka: Pre-82s, 245As or ELAs) or (b) individuals who were employed in special agricultural work for specified periods of time prior to 1987, and who consequently qualified for legal adjustment of their residency status (aka: SAWs or 210s). A third group was authorized by the law but never processed. These were the replenishment agricultural workers (aka: RAWs or 210As). To date, there has been no need determined for RAWs and none have been processed. As a result, these individuals only retain their receipt of registration (the INS postcard form I-803) and as such have none of the rights of ELAs and SAWs.

Both of the first two categories of individuals have been required to go through several stages prior to attaining permanent resident alien status which is signified by the acquisition of the INS issued "Green Card"--a plastic coated picture ID card which isn't really green anymore but is either white with faint blue wavy stripes or the newer version which have faint rose wavy stripes. Both the blue and rose versions carry the INS document form number I-551. Earlier versions of the card were in fact typified by hues of green with wavy stripes and carried the INS document form number I-151.

Processes for Residency

The processes differed somewhat for the two groups, but both processes were to have ultimately led to acquisition of the "Green Card". The Pre-82s were able to apply to adjust their status to lawful temporary resident within a year of May 5, 1987. They had to apply to adjust from temporary status to lawful permanent status during the 12 months following completion of 18 months of temporary residence. Because of problems in processing applications, delays in adjudication of applicants and irregular approval issuance dates noted on the applicants' INS documentation, INS found itself in the position of having to issue additional regulations. These regulations extended the period during which the applicant could apply for permanent residency status beginning at the time the status was granted and not when he/she applied for legalization. When the Pre-82s apply for permanent residency they must prove English language and US Civics competency comparable to the current naturalization requirements. This competency may be proven through an INS interview, an INS standardized test or a Certificate of Satisfactory pursuit issued by a recognized and INS approved education program. At the end of the initial application period, May 4, 1988, 49,440 individuals or 30% of Florida's total IRCA population applied for the first phase of legalization.

The SAWs were illegal alien agricultural workers who had done at least 90 man-days of qualifying agricultural work between May 1, 1985 and May 1, 1986. They were given from June 1, 1987 to November 30, 1988 to apply for initial status adjustment. Their required period of adjustment was shorter than that of Pre-82s and had no language or civics competency requirement to meet to qualify for permanent residency. Rather, permanent residency was to be automatically granted to those applying on either December 1, 1989 or December 1, 1990. The difference in the dates revolved on the period of work they used to qualify for inclusion in the application process. The earlier date was for Group I SAWs who worked 90 man-days during three consecutive years ending with May 1, 1986, while the later date was for Group II SAWs who had to have worked 90 days in the year ending on May 1, 1986. At the end of the period of initial SAW application, 112,149 individuals or 70% of the state's total IRCA population had applied.

The individuals who qualified under **IRCA** were collectively called Eligible Legalized Aliens or ELAs. They had to apply for their **IRCA** status and provide adequate documentation to support their claims. INS gave each applicant a receipt for their application with an Alien Registration number that began with the letter "A" and was followed by an 9 million series number. This number was to stay with them throughout the entire adjustment process. Following this, INS was to have interviewed each individual in a timely fashion and to then have issued them a time limited plastic coated picture and fingerprint bearing INS document card, the first of two prior to qualifying for the issuance of their permanent resident alien card. This first card or the I-688A gave them Employment Authorization, thus allowing them to legally work in the United States. After INS completed their review of each applicants documentation, a process initially thought to take no more than 6 months during which time the applicants were in "pending" status, they were to be granted Temporary Resident Status and issued another INS card similar to the first, differing only in title and INS form number, in this instance I-688, or be denied status at which point they would once again revert to illegal status and become deportable.

ELAs **must** apply for permanent residence status. If they do not their residency status will revert to that of illegal alien and they will once again become deportable. For SAWs it is less complicated in that they are automatically granted the status on the dates referenced earlier as long as their initial legalization applications aren't denied by the INS. Furthermore, the INS sent them notices to get their "Green Cards". For Pre-82s it requires the full application process and INS has been less successful at reaching them. Once both groups are permanent residents, after five years, they have the right to apply for naturalization which if given makes them citizens and accords them all the rights of persons born in the United States. One exception is that they cannot run for President.

Regardless of IRCA requirements, both legalized groups need to learn the language as well as the facts and practices that will enable them to become effective, active members of their immediate community as well as citizens of the U.S.A. It goes without saying that the same holds true for all foreigners who now make their home in the United States. They may be Mexican farm migrants, Haitian refugees, Soviet emigres, Vietnamese Amerasians, former political detainees, Nicaraguans, Cubans, Rumanians, Libyans, Ethiopians, Italians, French, Burundi or individuals from any country around the world. They may be farmers, fishermen, housewives, doctors, statesmen and women, lawyers or tribal shamans. The list is as long as the potential number of students you will serve. Regardless of where they come from or who they are, without these areas of competency and the relevant information needed, these individuals are destined to remain on the periphery of their community and of society as a whole, unable to actively participate in the very fabric of their adopted country.

Content ESOL Instruction for Citizenship, Knowledge of Our Country and Amnesty

The subject matter to be taught should be of relevance and importance to your students. Both you and your students must be active participants in the process, focusing on their abilities, experiences and needs relative to this area. The goal must be to have them comprehend the relevance of the subject as well as to understand the facts that encompass the area.

For lower level students, language instruction emphasis is on using everyday situations that necessitate basic survival listening, speaking and recognition skills (e.g. recognizing the American flag, naming the current president). The higher level students are given language instruction that focuses on U.S. history, government and the law (e.g. understands the way a bill becomes a law, understands and discusses major concepts of U.S. history through the present). The Palm Beach Adult ESOL curriculum area is structured in such a way as to assist all the aforementioned groups through the various instructional levels so that they may learn the basics required to participate in their community and greater society as effective and active members.

The methods and techniques a teacher can employ are numerous. The checklist for each competency provides a listing of suggestions one can utilize in the classroom to facilitate the mastery of language through the content area of civics. The reference portion of this section provides other sources for further reading. Use of these methods is dictated by such factors as how much language your students possess as well as what it is you intend to teach. The Language Experience Approach, Total Physical Response, Shared Reading, Sustained Silent Reading, Manipulation/Operation, Drama/Role Play, as well as Discussion/Interview, Cloze usage, Journal production and Singing are but a few of the methods and techniques one may employ.

Content ESOL instruction requires the integration of language development skills with instruction in the content or subject area (ESL/Civics Integration, 1990). One avenue is to use the sequence of competencies as they are listed. Another is to choose key competencies and then prioritize them from either the teachers viewpoint or better yet the students collective viewpoint. A third avenue is to use it merely as a point of reference and modify it according to the students' assessed or identified needs. In the instructional area known as **Knowledge of your country**, the content area is citizenship, U.S. history, government and the law, and of course, amnesty. The ESOL program assesses students' needs, determines on what to base instruction utilizing the competencies and the student assessment, and evaluates on both a formative and summative basis whether or not the student has successfully mastered the instructional content.

To successfully teach concepts and skills in a language other than one's native language depends on (English as a Second Language, 1990):

1) the levels of comprehensible language teachers provide in learning situations that are geared to foster an atmosphere of minimal or low-anxiety

and

2) the student's level of literacy and knowledge.

An important point that needs to be noted is that adult ESOL teachers should strive to:

1) adjust the content to parallel the students' background in the content area,

2) adjust the language employed to that of a native to nonnative level,

3) adopt a sequence that follows the listening, speaking, reading and writing order, thus helping students cognitively process the information,

and

4) evaluate the student's understanding of the material or competencies studied by interacting with, asking questions of and speaking with the student.

Content-Area Language Learning Techniques

Adapting one's speech does not mean merely slowing down one's rate of speech, or worse, raising one's voice (English as a Second Language, 1990). Rather, it entails utilizing several proven techniques, such as:

1) repeating and paraphrasing as well as finding synonyms for key words or phrases,

2) utilizing careful pronunciation as well as slowing down one's speech speed,

3) assessing students' oral/aural literacy or proficiency levels and accordingly adjusting one's vocabulary, use of idiomatic expressions and sentence structure--this does not mean talking down to students, instead it means saying it in different ways appropriate to the comprehension and developmental levels of the students,

4) using realia, visual aids, pantomime and body language,

5) employing intonational variations appropriate to sentence content--try to avoid speaking in a monotone or sing song fashion: Students can often comprehend a sentences meaning by way of intonation and recognition of parts of the sentence,

6) using concrete examples, ones they can relate to as well as explanations that use different words or phrases,

and

7) being flexible and tenacious--keep trying to get the message across by being ready to try different means.

A content-area language lesson has within it a large number of new vocabulary items, content and/or structures. Examples of each of these for the area of **Knowledge of Our Country** can be found in the prescribed texts utilized by the Palm Beach Adult ESOL Program as well as in other subject specific adult ESOL materials. Examples of specific vocabulary under this area include but are obviously not limited to such things as:

1) U.S. flag
2) stars and stripes
3) President and Vice-President
4) Washington, DC
5) White House
6) Statute of Liberty
7) nation
8) state
9) governor
10) national anthem
11) veto
12) secession
13) amnesty
14) naturalization
15) Congress
16) Supreme Court
17) misdemeanor and felony
18) Declaration of Independence
19) immigration
20) discrimination
21) inalienable rights
22) amendments
23) taxation without representation
24) Tallahassee,Florida
25) adjudication
26) deportation
27) detention
28) state & federal laws
29) county(ies)
30) citizen
31) permanent resident
32) United Nations
33) sheriff
34) state trooper
35) national guard
36) police
37) security guard
38) registration
39) George Washington
40) penalties and fines
41) visa

Because there will always be new vocabulary, content and/or structures, instructors need to employ a variety of techniques to convey the lessons' intent and meaning. As mentioned earlier, the key to success revolves around comprehensible English input, a concept that is not too difficult to comprehend. If you understand or can grasp what you hear from clues around you, then you will be in a better position to comprehend what is meant and thereby be able to speak, read and ultimately write what you want. Conversely, the more foreign, abstract or unknown the content is with minimal clues or knowledge from which to draw on, the more difficult and anxiety producing the task of comprehension becomes. This is where knowledge about your students' literacy on the subject or content- area as well as their language proficiency is crucial.

Under the rubric or title of social studies which includes but is not limited to the areas of citizenship, amnesty, government, history and the law, most students have an awareness of their native countries' history, government and social system. This awareness enables instructors to use their experiences to parallel or make comparisons to those of the United States.

At the most fundamental level (Hartoonian, 1990), students need to be able to conceptualize the people, setting, story or context of the subject. This requires that students be able to develop a story, definition, model, picture or description of the concept, one that identifies it or separates it from other areas of study. Some of the questions that may be asked include but are not limited to: "What is going on?", "How have things changed?", or perhaps "How are things different?".

Comprehension centers on the degree to which students possess or understand basic factual material on such things as social and historical movements. These form the foundation on which to relate new concepts. Content-area language instruction in the area primary to this section of the **Guide** fosters the goals of being able to comprehend, think and decide. The instructor needs to work to assist students to extract as close an approximation of the message or facts presented via speech or graphic representation as possible. Achieving the desired degree of communication is the objective.

Strategies for teaching content-area language learning

One aspect of the process of comprehension is the extent to which students' prior knowledge base can be linked to the new subject matter. Ausubel (1960) coined the term "advance organizers" to reference existing knowledge structures that students possess. These "advance organizers" or prior knowledge are on what the new concepts or facts are tied so that comprehension is enhanced. Utilizing these "advance organizers" is a proven method to both learn and retain. These can encompass the use of simple verbal instructions, realia, charts, pictures, documents or other such tools.

Consider, if you will, the use of a mobile to describe the three branches of government. The mobile is made up of mock-ups of first the constitution, then a map of the United States or the State of Florida to which three structures or persons are attached by string. Appropriate words are written under each. The constitution piece can include a variety of people superimposed on a piece of parchment with the words "We the People" written on it; the capital of either map may be identified by a star and the name of the place; the structure representing the President or Governor is denoted and the word written is "executive". The structure or figure of the courts is shown and the word written is "judicial". The structure or symbol for the legislature is shown and the word written is "legislative".

The balance between them comes from constructing equally weighted mock-ups and connecting them to each other as well as to the map with equal lengths of string. The students will thus understand the "advance organizer" concept of balance. To this, you link the new concepts after introduction and reinforcement and the result is comprehension of the new, given adaptation and flexibility when needed.

At lower levels, citizenship concepts can revolve around learning to recognize and respond to such questions as "Who is ___?", "What is your name?", "Where do you live/did you live?", or "Why are you here?". Responses can be used to structure consonant recognition and production, introducing and using words that start with specific consonants.

At intermediate levels the Wh- questions may be used in tandem with vocabulary, concepts and constructions dealing with conflict, election, national monuments, or with spatial descriptors such as near, far, above, below, etc. Matrices can be used to get the lesson content and vocabulary across. A matrix that has states, counties, cities or regions in one column, yes, no and who in the following three and the questions, "Do you live in ______?", "Have you lived in________?", "Do you know anyone in________? superimposed above the matrix may be used to get the concept of place of residence as well as the language forms across to students. The instructor uses drills to prepare for the activity which is an information gap completion task. The drills can revolve around maps of the localities in question, pointing to them and saying their names. The students repeat the name and consequently work on listening as well as pronunciation. Responses eliciting yes and no, wh- question answers as well as use of prepositions can be drilled using the aforementioned map (ESL Teacher Institute, Burlingame, CA: Content ESL for Amnesty: U.S. Government and History, 1989).

What is learned (content) and how it is learned (process) work together to shape the students' perception and help prepare them for the mainstream world around them (Auerbach, 1990). It is important to note that classroom social relations are really a microcosm of social relations beyond the classroom. Individual participation and working together enable the students and teacher to recognize and realize their collective goals. Since citizenship and effective participation in the mainstream are two of the goals of the program and because classroom social relations are considered a microcosm of social relations outside the classroom, students can be guided through prescribed roles, such as advocate, judge, executive, legislator, citizen, etc. Role playing will assist the students to understand the concepts at hand.

Sample Activity Lists

Teachers may use a range of activities to promote the learning of both the content-area as well as the language (Auerbach, 1990; Brant, 1986). The list is nearly endless, limited only by ones imagination and willingness to seek out different ones. Some of these activities include:

1) using photography to

   a) set the tone
   b) serve as a catalyst
   c) elicit a reaction
   d) identify codes
   e) frame teacher/student dictation
   f) create a product for
      (1) an exhibit
      (2) a story board
      (3) a portfolio
      (4) a slide show
      (5) a radio show

2) writing journals

   a) as a group
   b) as individuals
   c) as a class
   d) as a representative of a group

3) using autobiographical information

   a) for a story
   b) for a discussion
   c) for a tape recording
   d) for a video recording
   c) for an oral history

4) field trips to

   a) see government in action
   b) locate free services
   c) practice language skills appropriate to content-area
   d) test one's limits
   e) answer students' questions
   f) request a service

5) build your own case

   a) role play
   b) practice in summary
   c) paraphrase

    d) draw conclusions
    e) evaluate success

6) develop short factual reading pieces tied to your competencies to

    a) be listened to
    b) relay information
    c) discuss
    d) center your lesson around
    e) develop dioramas or mobiles from
    f) compare native country practices to

7) create a Constitution to

    a) solicit input
    b) govern/manage from
    c) engender a sense of empowerment
    d) compare it to the nations and state's version

8) using realia (in this case money) to

    a) associate currency with presidents
    b) identify important presidents

9) verbal or nonverbal film use to

    a) allow student to focus on the message
    b) develop dialogue
    c) provide a common topic
    d) develop different endings

10) follow specific oral or written directions to

    a) prepare a meal
    b) build a product
    c) find a treasure
    d) understand a process
    e) complete a task

FINAL REMARKS

Teaching ESOL through the content-area of social studies, or more specifically that of civics, entails understanding the past experiences of the students as well as foreseeing their needs in the present and future as members of their new country. They need to learn that common words such as fair, free and run can and often do assume different meanings when referenced in this very specific content-area. There are cases in which concepts can not be easily referenced by one means. These require multi-sensory and multi-media approaches--approaches that necessitate the active and full participation of each student. Civics and citizenship prepare students to become responsible citizens as well as offer them insights into the physical, political and social characteristics of their new country. It also helps them become more effective parents. Survival skills and language learned prepare adult ESOL parents to address the needs and rights of their families.

According to Brinton, Snow and Wesche (1989, pp. 30-1), content-area or theme-based language instruction is an appropriate context for an adult ESOL class because: a) students benefit from the coherence provided by the presentation of the different skills within one connecting topical context, b) there is a need to design courses which will kindle or motivate a diverse student population and finally, c) provides students with access in the English language to issues and past as well as current events that should be immediately relevant to, and thus usable in their lives in the United States.

Finally, the ESOL content-area class in civics/citizenship, history and government seeks to provide the means for the development of critical concepts. These concepts are important to everyone in this country as they are the backbone of our society. For over a century, adult education and especially ESOL have long been perceived as a means of promoting the principle of assimilation to the American way of life, a principle founded on an understanding of the rights and responsibilities of citizenship.

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SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER ____________ **LEVEL** I **MESTER/YEAR** ____________

DATE ____________ **CLASS #** ____________

COMPETENCY# 3.2 Identifies Florida on a map of the U.S.

Cultural focus:

1. To understand geographic concepts in relation to self.
2. To correspond these with those used prior to coming to U.S.

Structural focus:

verb "to be" and questions with "Where" and "What"

Prerequisites

- Say, read and write numbers and letters of the alphabet.
- State and spell one's first and last names, and street name.
- Formulate "what" questions with the verb "to be."

Procedure:

1. Review of name, address, and telephone number
2. Introduce concept of city, state and country by using map and modeling question and response. (vary map-wall maps 8½x11 size)
3. Use basic vocabulary and examples of present and past places of student residence
4. Comprehension checks using Wh-questions
5. Short dialogue, followed by chaindrill of responses between students
6. Reading/writing, teacher says each (city, state, country) and writes on board and onto a form outline on board
7. Model matching exercise on board:

Florida	Country
West Palm Beach	State
United States	City

8. Additional practice, teacher prepared handouts reinforcing state/city independently and as part of a form

TEXT/MATERIALS	**EVALUATION**
Amnesty: A Real-Life Approach (Book I)	demonstration
local newspapers	oral presentation
National Geographic, Florida Trends	form completion
U.S. Atlas, Road Map, Registration Forms	

ATTACHMENT A

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER ______________ LEVEL I MESTER/YEAR ______________

DATE ______________ CLASS # ______________

COMPETENCY# 3.5 Understands history and traditions of American Holidays.

Cultural focus:

1. To understand the impact and purpose of U.S. Holidays.
2. Compare if possible to a similar holiday in their country.

Structural focus:

Simple present tense verbs
"What do you do on...?"
"We sing songs..."
"We cook turkey..." etc.

Procedure:

1. Introduce holiday by showing pictures on realia.
2. Show calendar and month holiday is in.
3. Use basic vocabulary to explain the history of the holiday.
4. Use pictures to describe how the U.S. celebrates this holiday. (Ex. parades, legal day off, etc.)
5. Focus in on a limited list of vocabulary to teach regarding the holiday.
6. Follow-up with an activity or game to reinforce what was taught.
   (Ex. sing songs, play word or picture games, have a small party, etc.)

TEXT/MATERIALS	EVALUATION
Textbooks featuring American Holidays Newspapers and Magazine pictures Holiday Realia or decorations	Word/picture matching Yes/No questions

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER ______________________ **LEVEL** III **MESTER/YEAR** __________

DATE ______________________ **CLASS #** __________

COMPETENCY# 3.1 & 3.2 Describes Civil War and identifies its major leaders.

Cultural focus:

1. To understand a social/political conflict that influenced U.S. History and its society.

Structural focus:

Past tense verbs - "They fought..."
"He helped..."

Procedure:

1. Discuss the concept of a "Civil War" and ask for examples of Civil Wars in other nations.
2. Give the dates and locations of the U.S. Civil War.
3. Explain briefly and using appropriate level 3 vocabulary what lead to the Civil War.
4. Explain the role of the two major leaders (Grant-North and Lee-South).
5. Show photos or film strips of the Civil War.
6. Describe final results and lead into competency 3.3 - Describing the role of Abraham Lincoln.

TEXT/MATERIALS

Amnesty/History Books for Level 3
Magazines
National Geographic
Film stips

EVALUATION

A True/False quiz
A multiple choice quiz
A North/South class debate with students assigned roles.

(lesson adapted from ESL/Civics Integration, 1990)

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER ____________ **LEVEL** III **MESTER/YEAR** ____________

DATE ____________ **CLASS #** ____________

COMPETENCY# 3.3 Identifies Abraham Lincoln including his presidency and accomplishments;

Cultural focus:

1. To recognize the historical importance of individuals in American history.

Procedure:

1. Show penny or five dollar bill. Ask "Who is this? Why is he famous? What do we know about him?"
2. Distribute copies of piece on Lincoln. (Look at the U.S. Bk 1, p. 42)
3. Silent reading, question on title, solicit questions.
4. Individually or in dyads answer questions.
5. Present answers/Go over answers/clarify vocabulary as needed.
6. Use U.S. map, find own state and North/South demarcation line, and which side own state fought on.
7. Ask if have acquaintances in other states, locate states, decide if N/S.
8. Reinforce vocabulary and opposites (see Attachment 1).
9. Students brainstorm on questions on Lincoln for amnesty/citizenship test

Structural focus:

Past tense, vocabulary development with opposites

Prerequisites

- Able to read WH questions
- Direction words - north, south, east, west

TEXT/MATERIALS

100 Questions for Amnesty
U.S. map with states outlined
Look at the U.S., Book 1, (1989) Contemporary Books, Inc. pp. 41-44

EVALUATION

Small group interaction
speech (Formal)
cloze activity
reading discussion

ATTACHMENT A

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL LESSON PLAN

TEACHER ______________________ LEVEL __________ MESTER/YEAR __________

DATE ______________________ CLASS # __________

COMPETENCY# __________ ______________________________

Cultural focus:

Structural focus:

Procedure:

TEXT/MATERIALS

EVALUATION

ATTACHMENT B

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL) Curriculum
PBSD ESOL LITERACY COMPETENCIES
MELT SPL 0-II

______________________ NAME

______________________ BEGINNING DATE

______________________ TEACHER

______________________ PROMOTION DATE

SKILLS*	1.0	PERSONAL SKILLS	**SKILL ACHIEVED	DATE
L S	1.1	States vocabulary for name (Name: first, middle and last)	___	___
L W	1.2	Prints full name legibly	___	___
L S	1.3	States address: number and street	___	___
L S	1.4	States full address: number, street, city, state and zip code	___	___
L W	1.5	Prints full address	___	___
L S	1.6	States telephone number including area code	___	___
L W	1.7	Writes own telephone number including area code	___	___
L S R W	1.8	Knows numbers 1 - 100	___	___
L W	1.9	Writes social security number	___	___
L S	1.10	Recognizes "A" number (where applicable)	___	___
L S W	1.11	Identifies and writes date of birth	___	___
L S R	1.12	Recognizes basic shapes	___	___
L S R	1.13	Recognizes basic colors	___	___
L S R	1.14	Recognizes left to right progression in reading English	___	___
L W	1.15	Correctly holds writing utensil	___	___
L R W	1.16	Traces shapes, letters, and numbers	___	___
L S R W	1.17	Knows numbers 101-1000 (numerical values)	___	___
R W	1.18	Prints letters of alphabet within context of vocabulary (manuscript)	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing
**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	2.0	COMMUNITY SKILLS	**SKILL ACHIEVED	DAT
L S R	2.1	Identifies titles for use with names	___	___
L S	2.2	Demonstrates ability to perform various types of informal greetings	___	___
L S R	2.3	Knows and can identify important emergency vocabulary (911, fire, accident, rescue, ambulance, etc.)	___	___
L S R	2.4	Recognizes governmental agencies and offices (post office, police station, INS, HRS, IRS, etc.)	___	___
L S R	2.5	Identifies basic survival signs (enter, exit, stop, caution, men, ladies, etc.)	___	___
L S R	2.6	Knows directions (left/right, straight ahead, behind, in front of, etc.)	___	___
L S R	2.7	Understands stamps (first class, airmail, postcard, overseas, etc.)	___	___
L S	2.8	Understands currency demoniations and change	___	___
L S R	2.9	Recognizes parts of an address on an envelope	___	___
L S	2.10	Possesses vocabulary for seeking simple directions	___	___
L S	2.11	Understands basic legal rights (Miranda)	___	___
	3.0	KNOWLEDGE OF OUR COUNTRY		
L S R	3.1	Identifies the U.S. on a world map	___	___
L S R	3.2	Identifies Florida on a map of the U.S.	___	___
L S R	3.3	Recognizes the U.S. flag	___	___
L S	3.4	Names the colors of the U.S. flag	___	___
L S	3.5	Names the current president of the U.S.	___	___

ATTACHMENT C

ESOL Literacy
Page 3

SKILLS*			**SKILL ACHIEVED	DATE
	3.0	(CONT'D)		
L S	3.6	Knows the name of the current governor of Florida	___	___
L S R	3.7	Identifies the capital of the U.S. and its location on a map	___	___
	4.0	KNOWLEDGE OF OUR ENVIRONMENT		
L S R	4.1	Tells time on an analog clock	___	___
L S R	4.2	Names the days of the week	___	___
L S R	4.3	Names the months of the year	___	___
L S R	4.4	Understands the use of a calendar	___	___
L S R	4.5	Understands the concept of temperature	___	___
L S R	4.6	Understands the concept of linear measurement (inches, feet, yards and miles)	___	___
L S R	4.7	Identifies different types of animals	___	___
	5.0	NUTRITION SKILLS		
L S	5.1	Recognizes basic foods	___	___
L S R	5.2	States the cost of food items	___	___
L S R	5.3	Understands food expiration dates	___	___
	6.0	SHOPPING SKILLS		
L S R	6.1	Recognizes types of stores	___	___
L S R	6.2	Identifies clothing items	___	___
L S R	6.3	Understands concepts of American clothing and shoe sizes	___	___
L S R	6.4	Recognizes departments in a store	___	___
L R W	6.5	Recognizes symbols relating to money (dollar sign, cent sign and decimal point)	___	___
L S R	6.6	Understands differences among cash, check and credit payments	___	___

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ESOL Literacy
Page 4

SKILLS*			**SKILL ACHIEVED	DA
	6.0	(CONT'D)		
L S R	6.7	Understands concept of state sales tax	___	___
L S	6.8	Recognizes taxable and non taxable items	___	___
S R	6.9	Identifies "amount due" on bill	___	___
	7.0	HOUSING SKILLS		
L S R W	7.1	Identifies types of housing (apartments, duplexes, houses, mobile homes, etc.)	___	___
L S R W	7.2	Determines cash amount for payment of bills	___	___
L S R W	7.3	Demonstrates ability to purchase a money order	___	___
L S R	7.4	Understands means of locating affordable housing by using available resources (advertisements, real estate agencies, agency referrals, etc.)	___	___
L S	7.5	Can provide simple explanation when seeking assistance for repairs (leaking faucet, broken toilet, etc.)	___	___
	8.0	HEALTH SKILLS		
L S R W	8.1	Identifies principal body parts	___	___
L S R	8.2	Recognizes basic vocabulary relating to illness/accidents (aches, pains, cuts, burns, etc.)		
L S R	8.3	Recognizes basic vocabulary relating to health personnel (doctor, nurse, technician, pediatrician, etc.)	___	___
L S	8.4	Provides simple explanation of a medical problem	___	___
L S	8.5	Recognizes procedures for making a medical appointment at a. doctor's office b. clinics c. hospitals	___	___
L S R	8.6	Understands the importance of medical appointments	___	___

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SKILLS*			**SKILL ACHIEVED	
	8.0	(CONT'D)		
L S	8.7	Understands oral directions for taking medication	___	___
	9.0	EMPLOYABILITY SKILLS		
L S	9.1	Demonstrates procedures for greeting co-workers and supervisors	___	___
L S	9.2	Understands procedures for applying for a job	___	___
L S	9.3	Identifies entry level job positions in a variety of business/industries	___	___
L S R	9.4	Understands the importance of safety rules at work	___	___
L S R	9.5	Understands the importance of safety clothing at work (aprons, gloves, goggles, hard hats, ear plugs, etc.)	___	___
L S	9.6	Demonstrates ability to ask for help on the job	___	___
L S	9.7	Demonstrates ability to ask for clarification of oral instructions	___	___
L S R W	9.8	Identifies basic tools and equipment associated with the following: a. carpentry (hammer, saw, screwdriver, pliers, etc.) b. household maintenance (vacuum cleaner, mop, broom, dust pan, iron, ironing board, dishwasher, washing machine, dryer, etc.) c. agricultural vocabulary (shovel, hoe, pitch fork, lawn mower, tractor, sprayers, forklift, etc.) d. factory vocabulary (as applicable)	___	___
L S	9.9	Understands concept of benefits at work (life and health insurance, retirement, vacation, emergency leave, etc.)	___	___
L R W	9.10	Completes a basic job application form	___	___
R W	9.11	Completes (with assistance) a simplified resume (one page) which can be carried in a wallet	___	___

VTTT-25

SKILLS*			**SKILL ACHIEVED	DATE
	10.0	TRANSPORTATION AND TRAVEL SKILLS		
L S R	10.1	Identifies basic traffic signs (stop, yield, school, speed limits, railroad etc.)	___	___
L S	10.2	Understands the basic legal requirements for driving in this state	___	___
L S	10.3	Understands the types of valid driver's licenses within the state	___	___
L S	10.4	Understands the correct procedure to follow when stopped by a police officer	___	___
L S	10.5	Understands the procedure for payment of traffic citation or court appearance	___	___
L S	10.6	Understands basic types of auto insurance legally required within the state	___	___
	11.0	PARENTING SKILLS		
L S R	11.1	Understands basic vocabulary relating to parents and children (mother, father, daughter(s) and son(s)	___	___
L S	11.2	Understands mandatory school-age attendance and concept of free public education	___	___
L S R	11.3	Recognises procedures for enrolling a child in school (registration, immunisation, physical, birth certificate, etc.)	___	___
L S	11.4	Recognises importance of a child's regular attendance at school	___	___
L S	11.5	Demonstrates knowledge of child abuse and legal consequences of abuse	___	___

ATTACHMENT C

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ATTACHMENT C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

Listening Skills

CH - Checklist

DEM - Demonstration

DIALG - Dialogue

GM - Game

MO - Manipulation/Operation

PUZ - Puzzle

S & T - Show and Tell

TPR - Total Physical Response

OTH - Other

Speaking Skills

CBA - Community Based Activities

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IN - Interview

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OP - (Short) Oral Presentation

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RP - Role Play

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MC - Multiple Choice

OBR - Oral Book Report

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SURV - Survey

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SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
English for Speakers of Other Languages (ESOL)
Survival/Coping Curriculum
PBSD Level I Competencies
MELT SPL I-II

NAME ____________________ BEGINNING DATE ____________________

TEACHER ____________________ PROMOTION DATE ____________________

SKILLS*			**Skill ACHIEVED	DATE
	1.0	PERSONAL SKILLS		
R W	1.1	Writes full name legibly	___	___
R W	1.2	Writes full address legibly	___	___
L S R	1.3	Identifies family members	___	___
L S	1.4	Describes self and others (physical characteristics and personal traits)	___	___
L S R W	1.5	Formulates a short term educational and work goal	___	___
L S R W	1.6	Relates basic personal data (date of birth, age, sex, race, education level, country of origin, etc.)	___	___
R W	1.7	Writes number 1-1000 in manuscript	___	___
R W	1.8	Writes letters of the alphabet within context of vocabulary words	___	___
R W	1.9	Addresses an envelope	___	___
	2.0	COMMUNITY SKILLS		
L R W	2.1	Identifies basic directions (north, south, east and west). For example, using map skills	___	___
L S R W	2.2	Asks for and understands simple oral directions	___	___
L S R	2.3	Demonstrates ability to use a telephone (public, touch tone, rotary)	___	___

* L=Listening, S=Speaking, R=Reading, W=Writing

**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*			**SKILL ACHIEVED	D
	2.0	(CONT'D)		
L S R W	2.4	Uses operator assistance for long distance (0, 00)	___	_
L S R W	2.5	Uses local telephone information system (411)	___	_
L S R W	2.6	Understands differences between 1 (800) and 1 - (900) numbers (uses, cost)	___	_
L S R	2.7	Locates governmental and community agencies and businesses in local areas (school, hospital, post office, police station, fire station, churches, clinics, etc.)	___	_
L S R	2.8	Differentiates among business, personal "junk mail"	___	_
	3.0	KNOWLEDGE OF OUR COUNTRY		
L S R	3.1	Recognizes basic citizenship vocabulary: a. president b. congress c. cabinet d. supreme court e. law f. rights g. constitution h. citizenship i. responsibility (civic)		
L S	3.2	Recites the "Pledge of Allegiance"	___	_
L S	3.3	Understands the concept of democracy	___	_
L S	3.4	Recognizes "The Star Spangled Banner" as the national anthem	___	_
L S	3.5	Understands the history and traditions of American Holidays (Thanksgiving, President's Day, Memorial Day, etc.)	___	_
L S R W	3.6	Completes a simple registration form	___	_

Level I
Page 3

SKILLS*			**SKILL ACHIEVED	DATE
	4.0	KNOWLEDGE OF OUR ENVIRONMENT		
L R W	4.1	Writes the days of the week	___	___
L R W	4.2	Writes the months of the year	___	___
L S R	4.3	Tells time	___	___
L S R	4.4	Recognizes basic vocabulary related to weather a. seasons (summer, autumn, winter, spring) b. storm c. rain d. hurricane e. tornado f. lightning g. thunder h. hail i. snow j. clouds k. fog l. smog m. hot/cold/warm/cool n. breeze o. wind p. tide q. earthquake r. storm watch s. storm warning	___	___
L S	4.5	Understands procedures for preparing for a storm	___	___
L S R	4.6	Understands evacuation procedures in case of natural disasters	___	___
L S	4.7	Understands local procedures for waste/trash disposal	___	___
L S	4.8	Understands regulations concerning litter including fines	___	___
	5.0	NUTRITION SKILLS		
L S R	5.1	Identifies and uses standard cooking measurements	___	___
L S R	5.2	Reads a simple restaurant menu	___	___
L S R	5.3	Orders a meal from a menu	___	___
L S R	5.4	Demonstrates the use of simple recipes	___	___

VTTT-2R

Level I
Page 4

SKILLS*			**SKILL ACHIEVED	DATE
	5.0	(CONT'D)		
L S R	5.5	Recognizes nutrition vocabulary including: a. vitamins b. minerals c. protein d. carbohydrates e. fats f. calories g. cholesterol h. sugar i. seasonings j. condiments	___	___
	6.0	SHOPPING SKILLS		
L S R W	6.1	Writes a check and money order	___	___
L S R	6.2	Compares prices	___	___
L S	6.3	Explains differences among kinds of stores	___	___
L S R	6.4	Uses shopping terms (such as sale, marked-down, reduced, special)	___	___
	7.0	HOUSING SKILLS		
L S R	7.1	Uses terms related to renting or buying a residence (lease, purchase, down payment, first and last, etc.)	___	___
L S R	7.2	Reads a utility company bill	___	___
L S	7.3	Identifies and explains common household problems and solutions	___	___
L S R W	7.4	Asks for assistance in the repair of household problems	___	___
	8.0	HEALTH SKILLS		
L S R W	8.1	Completes simplified patient history form	___	___
L S R W	8.2	Reads a thermometer (Understands normal/high temp.)	___	___
L S	8.3	Understands procedures for filling a prescription	___	___
L S R	8.4	Reads and understands directions for medication (external/internal)	___	___

ATTACHMENT C

Level I
Page 5

SKILLS*	8.0	(CONT'D)	**SKILL ACHIEVED	DATE
L S	8.5	Understands importance of medical instructions (bedrest, drink fluids, avoid dairy products, don't mix with alcohol, etc.)	___	___
L S	8.6	Understands and discusses dangers of substance abuse (alcohol, drug, etc.)	___	___
	9.0	**EMPLOYABILITY SKILLS**		
L S R W	9.1	Understands job titles	___	___
L S	9.2	Demonstrates how to phone in sick	___	___
L S R W	9.3	Understands work schedules, time clocks and time sheets (including punctuality)	___	___
L S R W	9.4	Identifies paycheck information (gross/net pay, deductions, etc.)	___	___
L S R	9.5	Understands emergency safety procedures (fire, accident, etc.)	___	___
L S	9.6	Demonstrates safe procedure for lifting objects	___	___
L S R	9.7	Understands concept of W-4/W-2 forms and income taxes	___	___
L S	9.8	Receives and delivers simple oral messages	___	___
L S R	9.9	Understands concept of job reviews and evaluations and their importance to promotions and/or retention	___	___
L S	9.10	Demonstrates an awareness of employee assistance programs for substance abuse (drug testing as an employment qualification)	___	___
	10.0	**TRANSPORTATION AND TRAVEL SKILLS**		
L S R W	10.1	Identifies basic vocabulary relating to automobile (parts)	___	___
L S	10.2	Understands need for proper maintenance of an automobile (turn signals, lights, brakes, scheduled maintenance, etc.)	___	___

Level I
Page 6

SKILLS*	10.0	(CONT'D)	**SKILL ACHIEVED	DA
L S R	10.3	Identifies and can use forms of public transportation (bus, tri-rail, railroad, etc.)	___	___
L S	10.4	Understands consequences of driving under the influence of alcohol, medications or illegal substances	___	___
L S R	10.5	Identifies locations and types of driving classes or schools (community schools, vocational, and private)	___	___
L S R W	10.6	Discusses defensive driving techniques	___	___
	11.0	**PARENTING SKILLS**		
L S R	11.1	Recognizes importance of communicating with child's school (meetings conferences with teacher, parent nights etc.)	___	___
L S	11.2	Recognizes and responds to critical medical situations involving child	___	___
L S	11.3	Recognizes importance of adequate supervision of children (toddlers, pre-school, school-age, teenage-latchkey)	___	___
L S	11.4	Demonstrates support of child's academic efforts in school	___	___
L S	11.5	Demonstrates support of child's extracurricular activities at school	___	___

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DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

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ATTACHMENT C

SCHOOL BOARD OF PALM BEACH COUNTY
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English for Speakers of Other Languages (ESOL)
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PBSD Level II Competencies
MELT SPL II-III

______________________ NAME ______________________ BEGINNING DATE

______________________ TEACHER ______________________ PROMOTION DATE

SKILL*	1.0	PERSONAL SKILLS	**SKILL ACHIEVED	DATE
L S R W	1.1	Identifies familiar relationships		
L S R W	1.2	Describes basic physical types and characteristics		
L S	1.3	Relates language background information		
L S R W	1.4	Provides personal identification information		
L S R W	1.5	Indentifies marital status		
L S R W	1.6	Fills out a simple form		
	2.0	COMMUNITY SKILLS		
L S R W	2.1	Understands banking procedures (checking, savings)		
L S R W	2.2	Understands purpose and use of safety deposit boxes		
L S R W	2.3	Understands personal loans (including the concept of interest rates)		
L S W	2.4	Demonstrates the ability to mail packages at the post office (including how to insure)		

* L=Listening, S=Speaking, R=Reading, W=Writing

**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	2.0 (CONT'D)		**SKILL ACHIEVED	DA
L S R W	2.5	Differentiates among air mail, certified and registered mail		
L S R W	2.6	Demonstrates the ability to send a certified registered letter		
L S R W	2.7	Completes change of address form (postal)		
	3.0	KNOWLEDGE OF OUR COUNTRY		
L S R W	3.1	Reads and recites the Pledge of Allegiance		
L S R W	3.2	Identifies 3 major branches of U.S. Government		
L S R	3.3	Demonstrates knowledge of requirements for U.S. Citizenship		
L S R W	3.4	Understands the early colonial history		
L S R W	3.5	Knows the 13 original colonies		
L S	3.6	Discusses the concept of freedom (government, religious, personal)		
L S R W	3.7	Knows basic facts concerning the Revolutionary War including dates, causes and results		
L S R W	3.8	Identifies George Washington as Commander in Chief of the American army and the first president		
L S R W	3.9	Understands the Declaration of Independence		
L S R W	3.10	Identifies Thomas Jefferson as the author of the Declaration of Independence and third president		

Level II
Page 3

SKILLS*	3.0	(CONT'D)	**SKILL ACHIEVED	DATE
L S R W	3.11	Identifies major signers of the the Declaration of Independence		
L S R W	3.12	Understands the Bill of Rights and the Constitution of the United States		
	4.0	KNOWLEDGE OF OUR ENVIRONMENT		
L S R W	4.1	Describes general environmental terms (coasts, mountains, plains, etc.)		
L S R	4.2	Compares area in which student lives to a former environment		
L S R	4.3	Reads a simple weather map		
L S R W	4.4	Reports weather conditions based on a TV or radio forecast		
L S R W	4.5	Recognizes bodies of water (oceans, rivers, lakes, etc.)		
L S R W	4.6	Describes an environmental problem and solution (pollution, oil spills, etc.)		
	5.0	NUTRITION SKILLS		
L S R W	5.1	Reads grocery ads		
L S R W	5.2	Demonstrates the use of food coupons		
L S R W	5.3	Describes the use of cooking utensils		

Level II
Page 4

SKILLS*	5.0	(CONT'D)	**SKILL ACHIEVED	DATE
L S R W	5.4	Discusses meal habits (those of the United States and home country)		
L S	5.5	Gives instructions for a cooking process which will aid nutrition		
	6.0	SHOPPING SKILLS		
L S W	6.1	Inquires about and transacts refunds		
L S R W	6.2	Interprets clothing care lables		
L S R W	6.3	Understands credit card procedures		
L S R W	6.4	Requests and completes a loan application		
	7.0	HOUSING SKILLS		
L S	7.1	Requests information about available community services relative to housing areas		
L S R	7.2	Uses the newspaper to locae housing information		
L S R W	7.3	Makes oral and written housing agreements		
	8.0	HEALTH SKILLS		
L S R W	8.1	Recognizes major organs of the body and their functions		

Level II
Page 5

SKILLS*	8.0	(CONT'D)	**SKILL ACHIEVED	DATE
L S	8.2	Describes physical ailments to medical personnel		
L S R W	8.3	Identifies common diseases in the U.S. (cancer, heart condition, stroke, pneumonia, diabetes, AIDS, etc.)		
L S R W	8.4	Identifies areas of medical specialization		
L S	8.5	Inquires about the health of an individual		
R W	8.6	Completes a personal medical history form		
	9.0	EMPLOYMENT		
L S	9.1	Role planys a job interview		
L S R W	9.2	Describes environmental working conditions		
L S R W	9.3	Develops (or updates) simplified resume (one page)		
L S R W	9.4	Identifies and completes Social Security card application		
L S	9.5	Applies company policies and procedures regarding illnesses and leaves of absence		
L S	9.6	Describes work abilities and related skills		
L S	9.7	Expresses dissatisfaction at work in a constructive manner		
L S	9.8	Expresses duties and responsibilities at the workplace		
L S	9.9	Demonstrates an understanding of the "American work ethic"		
L S	9.10	Understands general procedures for job advancements or promotion		

Level II
Page 6

SKILLS*	9.0	(CONT'D)	**SKILL ACHIEVED	DAT
L S R W	9.11	Sets a short term employment goal (up to one year)		
	10.0	TRANSPORTATION AND TRAVEL SKILLS		
L S R	10.1	Role plays self-service gas station procedures		
L S	10.2	Understands the purpose of travel agencies		
L S R	10.3	Interprets a basic road map		
L S	10.4	Discusses vacation options including travel		
L S	10.5	Discusses beaches, parks and recreational areas		
L S R W	10.6	Plans a car trip		
	11.0	PARENTING SKILLS		
L S	11.1	Demonstrates ability to discuss child's health (including preventative measures)		
L S R W	11.2	Recognizes importance of good nutrition for proper growth development of child		
L S	11.3	Recognizes importance of promoting education through involvement with child in completing homework		
L S	11.4	Recognizes importance of active involvement in child's after-school activities (including after-school child care)		
L S	11.5	Recognizes importance of reading in child's academic development		

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OTH - Other

ATTACHMENT C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
SURVIVAL/COPING CURRICULUM
PBSD Level III Competencies
MELT SPL III-IV

NAME ______ BEGINNING DATE ______

TEACHER ______ PROMOTION DATE ______

SKILLS*			**SKILL ACHIEVED	DATE
	1.0	PERSONAL SKILLS		
L S R W	1.1	Describes a planned vacation (trip itinerary)		
R W	1.2	Writes simple description of self/others		
R W	1.3	Writes preferences for activities and/or items		
R W	1.4	Demonstrates ability to classify information into logical categories		
L S	1.5	Identifies means of self-education (reading newspapers, magazines, books, personal computers, radio, TV, etc.)		
L S	1.6	Discusses TV, movies, and/or theater		
	2.0	COMMUNITY		
L S R W	2.1	Locates significant places on a city map		
R W	2.2	Uses a telephone directory to locate information		

* L=Listening, S=Speaking, R=Reading, W=Writing
** List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*			**SKILL ACHIEVED	DAT
	2.0	(CONT'D)		
L S R W	2.3	Identifies locations by address		
L S R W	2.4	Completes community information on a chart (agencies and services)		
L S R W	2.5	Reads a telephone bill		
R W	2.6	Reads simple newspapers articles		
R W	2.7	Writes simple letter to the editor of a newspaper		
	3.0	KNOWLEDGE OF OUR COUNTRY		
L S R W	3.1	Describes the Civil War including dates, causes, and results.		
L S R W	3.2	Identifies major leaders of the Civil War		
L S R W	3.3	Identifies Abraham Lincoln including his presidency and accomplishments (Gettysburg Address, Emancipation Proclamation)		
L S R W	3.4	Recognizes national monuments (The Lincoln Memorial, The Washington Monument, etc.)		
L S R W	3.5	Recognizes the White House		
L S R W	3.6	Understands the requirements for the presidency and vice-presidency of the United States		
L S R W	3.7	Understands the following: a. election b. vote (voter, voting) c. poll d. precinct e. campaign f. elected official g. popular vote h. electoral college i. term of office j. cabinet (including individual members: Secretary of Defense, Treasury, State Attorney General, etc.)		

ATTACHMENT C

Level III
Page 3

SKILLS*	4.0	KNOWLEDGE OF OUR ENVIRONMENT	**SKILL ACHIEVED	DATE
L S R W	4.1	Uses vocabulary concerning environment (climate, temperature, atmosphere, etc.)	___	___
L S R W	4.2	Describes potential solutions to environmental problems	___	___
L S R W	4.3	Understands chart and graphs relating to the environment	___	___
	5.0	NUTRITION SKILLS		
L S	5.1	Compares and contrasts ethnic and American foods	___	___
L S	5.2	Identifies foods that are nutritious	___	___
R W	5.3	Interprets menus for nutrition and cost	___	___
L S	5.4	Orders food in a restaurant	___	___
L S	5.5	Suggests what or where to eat	___	___
L S	5.6	Discusses values of specialized diets	___	___
	6.0	SHOPPING SKILLS		
L S R W	6.1	Identifies, describes, and categorizes (furniture, household, clothing, appliances, etc.)	___	___
R W	6.2	Uses the newspaper to locate merchandise	___	___
R W	6.3	Demonstrates the ability to purchase items from a catalogue.	___	___
L S	6.4	Makes suggestions about the purchase of items	___	___

LEVEL III
Page 4

SKILLS*	7.0	HOUSING SKILLS	**SKILL ACHIEVED	DATE
L S	7.1	Understands household duties	___	___
L S R	7.2	Discusses cleaning equipment/products	___	___
L S	7.3	Requests/restates instructions for household repairs	___	___
L S R W	7.4	Reads cleaning product labels	___	___
L S	7.5	Describes methods of moving household goods	___	___
	8.0	HEALTH SKILLS		
L S R W	8.1	Completes accident report forms	___	___
L S W	8.2	Understands medical procedures for major emergencies	___	___
L S	8.3	Understands health insurance options	___	___
	9.0	EMPLOYABILITY SKILLS		
L S R W	9.1	Uses a variety of resources to locate jobs	___	___
R W	9.2	Completes a job application	___	___
L S R W	9.3	Describes level of training/education needed for various jobs	___	___
L S	9.4	Compares job tasks	___	___
L S R W	9.5	Understands a performance review	___	___
L S R W	9.6	Sets long-term goals for employment	___	___

ATTACHMENT C

Level III
Page 5

SKILLS*		**SKILL ACHIEVED	DATE
	10.0 TRANSPORTATION AND TRAVEL SKILLS		
L S R W	10.1 Describes various forms of transportation and expresses preference	____	____
L S R W	10.2 Requests information about airline travel	____	____
L S R W	10.3 Compares air fares	____	____
L S R W	10.4 Selects and arranges for an airline flight	____	____
L S	10.5 Understands frequent flyer programs	____	____
L S R W	10.6 Reads bus/train schedules	____	____
	11.0 PARENTING SKILLS		
L S R W	11.1 Demonstrates the ability to discuss consequences of substance abuse with child (at appropriate level for age of child)	____	____
L S R W	11.2 Understands benefits of presenting a positive role model for children through establishment of educational goals	____	____
L S R W	11.3 Recognizes the importance of providing accurate information to middle and high school age children about the consequences of teenage pregnancy	____	____
L S R W	11.4 Demonstrates the ability to respond to child's educational needs through initiation of contact with teacher, counselor, principal, etc...	____	____
S R	11.5 Demonstrates the importance of literacy by reading at home	____	____

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

Listening Skills

CH - Checklist

DEM - Demonstration

DIALG - Dialogue

GM - Game

MO - Manipulation/Operation

PUZ - Puzzle

S & T - Show and Tell

TPR - Total Physical Response

OTH - Other

Speaking Skills

CBA - Community Based Activities

DIALG - Dialogue

IN - Interview

MD - Mini-Drama

OP - (Short) Oral Presentation

PL - Plays

RP - Role Play

SGI - Small Group Interaction

SP - (Formal) Speech

SIC - Student Initiated Conversation

TDC - Teacher Directed Conversation

OTH - Other

VIII-38

Reading Skills

LEA - Language Experience Approach

MATC - Matching Activities

MC - Multiple Choice

OBR - Oral Book Report

RCH - Reading Checklist

RDIS - Reading Discussion

RGM - Reading Game

SIR - Student Initiated Reading

SUM - Summary

SURV - Survey

WHL - Whole Language Activity

OTH - Other

Writing Skills

CLZ - Cloze Activity

CMP - Composition

CW - Creative Writing

DIC - Dictation

COP - Copying

FC - Form Completion

LW - Letter Writing

PW - Process Writing

RW - Report Writing

SDMD - Student Developed Mini-Drama

SDRP - Student Developed Role-Play

SJ - Student Journal

TRC - Tracing

WDIALG - Written Dialogue

WSUM - Written Summary

OTH - Other

ATTACHMENT C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
SURVIVAL/COPING CURRICULUM
PBSD Level IV Competencies
MELT SPL IV

NAME ____________________ BEGINNING DATE ____________

TEACHER ____________________ PROMOTION DATE ____________

SKILLS*	1.0	PERSONAL SKILLS	**SKILL ACHIEVED	DATE
L S R W	1.1	Relates social intentions clearly	___	___
L S	1.2	Demonstrates the ability to make suggestions to friends and/or family	___	___
L S	1.3	Demonstrates the ability to give personal advice to friends and/or family	___	___
L S R W	1.4	Expresses feelings verbally (happiness, sadness, appreciation, sympathy, regrets, etc.) in a culturally acceptable manner	___	___
L S	1.5	States preferences clearly for social interaction (activities, foods, work, etc.)	___	___
	2.0	COMMUNITY SKILLS		
L S R W	2.1	Requests information from a community organization or business	___	___
L S	2.2	Discusses alternative solutions to a community problem (environmental, social educational, etc.)	___	___
L S R W	2.3	Describes types of banks (savings and loan, credit unions, etc.)	___	___
L S R W	2.4	Understands savings plans and types of investments such as savings accounts, bonds, certificates of deposit, annuities, etc...	___	___
L S R W	2.5	Role plays the use of an automatic teller machine	___	___
L S R W	2.6	Completes an application for a credit card	___	___

*L=Listening, S=Speaking, R=Reading, W=Writing

**List the code(s) which best define the manner in which the student demonstrated skill achievement. Use the Palm Beach Code list.

SKILLS*	3.0	KNOWLEDGE OF OUR COUNTRY	**SKILL ACHIEVED	DAT
L S R W	3.1	Locates information about educational services for self and/or family	___	___
R W	3.2	Completes a Home Language Survey form and/or sample census form	___	___
L S R W	3.3	Discusses means of protection for self and family (smoke detectors, alarms, etc.)	___	___
L S R W	3.4	Understands the rights and responsibilities of owning a gun (including penalties for owners of guns which injure or kill minors)	___	___
L S R W	3.5	Understands trial by a jury	___	___
R W	3.6	Identifies persons in a court of law (judge, jury, lawyers, etc.)	___	___
L S R W	3.7	Understands and discusses major concepts of U.S. history from the Civil War to the present including the following: a. Westward expansion b. Immigration (1821-1910) c. World War I d. The League of Nations e. World War II f.The United Nations g. The Korean War h. The Vietnam War i. The Industrial Revolution (electricity, telephones, assembly lines, unionizatio child labor laws) j. The Cold War k. The Minimum Wage Law l. Current Political Events	___	___
L S R W	3.8	Understands the way in which a bill becomes a law	___	___
L S R W	3.9	Know the qualifications and terms of office for the following: a. President and Vice President b. Supreme Court Judges c. Senators and Representatives	___	___

ATTACHMENT C

Level IV
Page 3

SKILLS*	3.0	(CONT'D)	**SKILL ACHIEVED	DATE
L S R W	3.10	Understands rights of succession to presidency	___	___
L S R W	3.11	Understands the concept of a "veto"	___	___
L S R W	3.12	Relates the difference between state and federal law	___	___
L S R W	3.13	Knows procedure for adding an amendment to the Constitution	___	___
L S R W	3.14	Knows the number of amendments and their purposes	___	___
L S R W	3.15	Reviews the Presidents of the United States	___	___
L S R W	3.16	Reviews the states and their capitals	___	___
L S R W	3.17	Reviews the basic 100 questions established for citizenship examination	___	___
	4.0	KNOWLEDGE OF OUR ENVIRONMENT		
L S R W	4.1	Knows the effects of pollution	___	___
L S R W	4.2	Knows about solid wastes and recycling	___	___
L S R W	4.3	Knows about uses and dangers of pesticides	___	___
L S R W	4.4	Examines and evaluates current environmental issues	___	___
	5.0	NUTRITION/VOCABULARY SKILLS		
L S R W	5.1	Recognizes types of food relative to their packing (canned, fresh, frozen, etc.)	___	___
R W	5.2	Contrasts food labels	___	___

Level IV
Page 4

SKILLS*	5.0	(CONT'D)	**SKILL ACHIEVED	DATE
L S R W	5.3	Knows how to do comparison shopping	___	___
L S R W	5.4	Understands the differences between nutritious food and junk food	___	___
	6.0	SHOPPING SKILLS		
L S R W	6.1	Describes shopping options (thrift stores, resale stores, factory outlets, garage sales, etc.)	___	___
R W	6.2	Understands and interprets warranty information	___	___
L S R W	6.5	Utilizes mass media to analyze purchasing information	___	___
	7.0	HOUSING SKILLS		
L S R W	7.1	Relates and anaylzes home safety problems	___	___
R W	7.2	Knows how to write a short letter of complaint	___	___
L S R W	7.3	Knows about subletting a leased home	___	___
L S R W	7.4	Understands information related to purchasing a home (down payment, mortgages, insurance, etc.)		
	8.0	HEALTH SKILLS		
L S R W	8.1	Understands types of insurance plans	___	___

ATTACHMENT C

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SKILLS*	8.0 (CONT'D)	**SKILL ACHIEVED	DATE
L S R W	8.2 Fills out a medical insurance claim forms	___	___
L S R W	8.3 Knows about nutrients (vitamins, minerals, protein, etc.) contained in foods	___	___
L S R W	8.4 Knows about the importance of exercise relative to health and aging	___	___
L S R W	8.5 Knows the steps in applying CPR	___	___
	9.0 EMPLOYABILITY SKILLS		
L S R W	9.1 Communicates with supervisor and co-workers regarding work related tasks and problems	___	___
L S	9.2 Understands job tasks	___	___
L S R W	9.3 Knows how to complete self-evaluation after an interview	___	___
L S R W	9.4 Understands work performance evaluations	___	___
L S R W	9.5 Understands the concept of job advancement including job postings and vacant listings	___	___
R W	9.6 Completes a resume which includes references	___	___
L S R W	9.7 Understands the "Right to Know" Law	___	___
L S R W	9.8 Discusses worker's rights (compensation, unionization, right to work, etc.)	___	___
	10.0 TRANSPORTATION AND TRAVEL SKILLS		
L S	10.1 Asks questions relating to local driving directions	___	___
L S R W	10.2 Knows how to obtain car maintanence and repairs	___	___

SKILLS*	10.0 (CONT'D)	**SKILL ACHIEVED	DA
L S R W	10.3 Knows the steps in applying for and obtaining a driver's license		___
L S R W	10.4 Completes an application form for auto insurance		___
L S R W	10.5 Plans a vacation for self, family, or group		___
	11.0 PARENTING SKILLS		
L S R W	11.1 Understands the responsibilities of parenting (supervision, involvement with educational program health, etc.)		___
L S R W	11.2 Understands the importance of and maintains positive communication with child(ren)		___
L S R W	11.3 Supports child's effort in school through setting of educational goals, communication with school personnel and assistance with homework		___
L S R W	11.4 Compares child rearing practices in U.S. with those in student's former country		___
L S	11.5 Discusses solutions to cross-generational differences among parents, grandparents and children		___

ATTACHMENT C

SCHOOL BOARD OF PALM BEACH COUNTY
DIVISION OF INSTRUCTION
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

STUDENT SKILL ACHIEVEMENT CODE LIST

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IN - Interview
MD - Mini-Drama
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PL - Plays
RP - Role Play
SGI - Small Group Interaction
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SIC - Student Initiated Conversation
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Reading Skills

LEA - Language Experience Approach
MATC - Matching Activities
MC - Multiple Choice
OBR - Oral Book Report
RCH - Reading Checklist
RDIS - Reading Discussion
RGM - Reading Game
SIR - Student Initiated Reading
SUM - Summary
SURV - Survey
WHL - Whole Language Activity
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Writing Skills

CLZ - Cloze Activity
CMP - Composition
CW - Creative Writing
DIC - Dictation
COP - Copying
FC - Form Completion
LW - Letter Writing
PW - Process Writing
RW - Report Writing
SDMD - Student Developed Mini-Drama
SDRP - Student Developed Role-Play
SJ - Student Journal
TRC - Tracing
WDIALG - Written Dialogue
WSUM - Written Summary
OTH - Other

ESOL PROMOTION AND PLACEMENT TESTING

AN OVERVIEW

DEVELOPED BY:
GERRY STREI

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL Testing Information

ESOL testing instruments have been specifically designed for placement and promotion of students progressing through the ESOL curriculum. Placement tests are currently available for Spanish and Haitian Creole Native Language Literacy, ESOL Literacy, and four levels of ESOL Survival/Coping Skills. Promotion tests are currently available for ESOL Literacy and four levels of ESOL Survival/Coping Skills. All test items are based on competencies from the district's **ESOL Literacy and ESOL Survival/Coping Curriculum.**

The **ESOL Placement Test** is an entrance screening instrument to assist in the placement of incoming students in one of the following levels: 1) Basic Literacy, 2) Advanced Literacy, 3) ESOL Survival/Coping Skills: Levels I, II, III, or IV, and ESOL Pre-GED, Level V. The **ESOL Placement Test** consists of two parts: a reading/writing timed test (55 minutes) and a short oral test which is administered individually.

The **ESOL Promotion Tests** are designed to measure student progress and achievement in a given level at the end of each course. The **ESOL Promotion Tests** are used to verify accomplishment of the student performance objectives and to determine the next level to which a student is to be placed. The language content and skills which are assessed in these tests are based on the ESOL curriculum. The tests measure achievement in all four skill areas: reading, writing, listening, and speaking. Promotion tests are currently available for BASIC Literacy, ADVANCED Literacy, and Levels I, II, III, and IV of the ESOL Survival/Coping Skills curriculum.

All tests come with step-by-step instructions on administration, scoring, and placment/promotion procedures. **Test administrators are asked to follow the test administration, scoring procedures, and placement/promotion procedures precisely in order to provide consistency and further reliability and validity.**

A FINAL NOTE OF CAUTION

More than a year has been spent in the development and piloting of these tests. Further work is in progress to create a test item bank and to validate items and establish statistical norms. As a result, you are asked to **MAINTAIN A HIGH LEVEL OF EXAM SECURITY WHEN YOU USE THESE TESTS. UNDER NO CIRCUMSTANCES SHOULD TEST COPIES BE CASUALLY LEFT AROUND, PHOTOCOPIED, OR RETURNED TO STUDENTS. PLEASE MAINTAIN TESTS IN A SECURE, LOCKED CABINET. TESTS SHOULD BE HOUSED WITH THE ADMINISTRATOR/DESIGNEE.**

TO REQUEST ESOL PROMOTION AND/OR PLACEMENT TESTS:

1. copy the request on official letterhead;
2. obtain appropriate official signatures;
3. return to: Department of Adult and Community Education
   School Board of Palm Beach County
   3970 RCA Blvd., Suite 7016
   Palm Beach Gardens, Florida 33410
   Attn: ESOL Test Request

ESOL TEST REQUEST FORM

Please send the ESOL tests indicated below:

☐ ESOL Promotion Tests (Literacy - Level IV)

☐ ESOL Placement Tests (Literacy - Level V)

☐ Spanish Literacy Placement Test

☐ Haitian Creole Literacy Placement Test

I understand that these tests are secure and accept full responsibility in my district to guarantee the security of these tests.

Signature, Director of Adult Education ____________________ Date ____________

Signature, Director's Designee ____________________ Date ____________

ESOL MATERIALS

AN OVERVIEW OF SELECTED MATERIALS

DEVELOPED BY:
JUDY LANGELIER

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL Materials

A list of commercially available ESOL materials has been compiled to serve as a guide in choosing materials to address the ESOL curriculum competencies appropriate to each level. No one book or series addresses all the competencies listed on the ESOL Literacy and ESOL Survival/Coping Skills Curriculum check sheets. However, by presenting a broad range of materials the teacher can choose the most appropriate materials to meet the students' needs and learning styles as well as the teacher's own teaching style. This list is in no way exhaustive, but is simply intended to serve as a guide to identify materials appropriate to each level which address the curriculum competencies for ESOL Literacy - Level IV.

Materials which are accompanied by audio or video cassettes were included to provide a multisensory approach. Additionally, materials accompanied by a teacher's guide were chosen whenever possible to assist the teacher in the most effective use of materials.

The materials which are currently being piloted for the ESOL Pre-GED Curriculum are listed for Levels V and VI of the materials list. Commercially available Pre-GED materials are being examined for use in Levels VII and VIII with the intention of adapting and presenting them using ESOL teaching strategies and techniques.

A materials list should be updated on a regular basis in order to provide refreshing ideas to motivate both teachers and students.

School Board of Palm Beach County
Department of Adult and Community Education
English For Speakers of Other Languages (ESOL)

Book List By Levels

ESOL Literacy

Entry to English Book 1, 2, 3, 4 (Steck-Vaughn)

Student workbooks and teachers' guides.
This series is to be used according to student literacy level. The various skills presented in each book are included in the overview section in each teacher's guide. Students should be placed in the proper book according to the skills needed.

In Print (Addison-Wesley)

Student book and teacher's guide.
This book gives practice exercises and integrates the social and cultural dimensions of literacy learning.

English through Citizenship (Delta Systems)

Student book, test booklet, and instructor's manual.
This book presents amnesty lessons at the pre-literacy level.

Starting to Read (Linmore)

This book provides practice for pre-literates with pre-reading skills and sight word recognition.

ExpressWays Access (Prentice Hall)

This book is a new addition to the ExpressWays series. It is designed for basic ESOL literacy students and includes a teacher's guide.

ExpressWays Foundations A & B (Prentice Hall)

This book is a simplified version of ExpressWays Book 1 and can be used for very advanced literacy students who can perform basic reading skills.

Basic English for Adult Competency (Prentice Hall)

This book can be used to develop oral language before written forms are introduced.

Practical Vocabulary Builder and Basic Vocabulary Builder (National Textbook)

These Blackline Masters are designed to be photocopied and used as worksheets.

Longman Photo Dictionary (Longman)

Teacher's Manual
Cassettes
Wall Charts

This resource works across levels for vocabulary building.

Before Book One (Prentice Hall)

Listening skills for students with no background in English.

First Class Reader (Prentice Hall)

Blackline Masters for students with advanced pre-literacy reading and writing skills.

Real-Life English (Steck-Vaughn)

A competency based pre-literacy workbook.

School Board of Palm Beach County
Department of Adult and Community Education
English For Speakers of Other Languages (ESOL)

Book List By Levels

Level I

Real Life English Book I (Steck-Vaughn)

Student Book
Workbook
Teacher's Guide
Audio Cassettes
Grammar Workbook

This book can be used to teach basic life-coping skills.

Real Life English Pre-Literacy Workbook (Steck-Vaughn)

This is to be used in conjunction with Real Life English Book I with your more basic Level I students who need extra practice or more confidence building in reading and writing English.

English For Adult Competency Book I (Prentice Hall)

This book can be used to teach basic life-coping skills.

Personal Stories Book I (Linmore)

Teacher's Guide
Cassettes

Supplemental readings for skills reinforcement.

Longman Photo Dictionary (Longman)

Teacher's Manual
Beginning Workbook
Cassettes
Wall Charts

This resource works across levels for vocabulary building.

Practical Vocabulary Builder and Basic Vocabulary Builder (National Textbook)

These Blackline Masters are designed to be photocopied and used as worksheets.

ExpressWays Foundations A & B (Prentice Hall)

This book is a simplified version of ExpressWays Book I and provides practice in attaining basic life-coping skills.

Voices of Freedom Book I (Prentice Hall)

Teacher's Guide
Cassette

This book can be used to teach "Knowledge of Our Country."

Amnesty Book I (Steck-Vaughn)

Teacher's Guide

This book can be used to teach "Knowledge of Our Country."

Before Book One (Prentice Hall)

Listening skills for students with no background in English.

First Class Reader (Prentice Hall)

Blackline Masters for basic students who can read and write.

Easy Vocabulary Games (National Textbook)

Blackline Masters to reinforce basic vocabulary.

Beginning Activities for English Language Learners (National Textbook)

Blackline Masters of supplemental activities.

In English Volume I (Video Language Products)

Video cassette and student workbook.

School Board of Palm Beach County
Department of Adult and Community Education
English for Speakers of Other Languages (ESOL)

Book List By Levels

Level II

Real Life English Book 2 (Steck-Vaughn)

Student Book
Workbook
Teacher's Guide
Audio Cassettes
Grammar Workbook

This book can be used to teach basic life-coping skills.

Amnesty Book 2 (Steck-Vaughn)

Teacher's Guide

This book can be used to teach "Knowledge of Our Country."

Voices of Freedom Book 2 (Prentice Hall)

Teacher's Guide
Cassettes

This book can be used to teach "Knowledge of Our Country."

Personal Stories Book 2 (Linmore)

Teacher's Guide
Cassettes

Supplemental readings for skills reinforcement.

ExpressWays 1A & 1B (Prentice Hall)

This book provides practice in attaining basic life-coping skills.

Beginning Activities for English Language Learners (National Textbook)

Blackline Masters of supplemental skills-building activities.

Maps, Globes and Graphs (Steck-Vaughn)

Geographical orientation - the United States, states and regions, and the world.

Longman Photo Dictionary (Longman)

Teacher's Manual
Intermediate Workbook
Cassettes
Wall Charts

This resource works across levels for vocabulary building.

Action English Pictures (Prentice Hall)

Activities for Total Physical Response (TPR) (Blackline Masters).

Purple Cows and Potato Chips (Prentice Hall)

Multisensory language acquisition activities (Blackline Masters).

Look Again Pictures (Prentice Hall)

Picture comparison activities that develop life skills (Blackline Masters).

Vocabulary Games for Intermediate Language Learners (National Textbook)

Blackline master to reinforce basic skills.

In English Volume 2 (Video Language Products)

Video cassette and student workbook.

School Board of Palm Beach County
Department of Adult and Community Education
English For Speakers of Other Languages (ESOL)

Book List By Levels

Level III

Real Life English Book 3 (Steck-Vaughn)

Student Book
Workbook
Teacher's Guide
Audio Cassettes
Grammar Workbook

This book can be used to teach basic life-coping skills.

English for Adult Competency Book 2 (Prentice Hall)

This book can be used to teach basic life-coping skills.

ExpressWays 2A & 2B (Prentice Hall)

This book provides practice in attaining basic life-coping skills. .

For the People (U.S. Department of Justice)

Citizenship education and naturalization information.

Of the People (U.S. Department of Justice)

U.S. History.

By the People (U.S. Department of Justice)

U.S. Government structure.

Connections (Prentice Hall)

Communicative listening and speaking activities for intermediate students.

Maps, Globes and Graphs (Steck-Vaughn)

Geographical orientation - the United States, states and regions, and the world.

Look Who's Talking! (Prentice Hall)

Speaking activities for group interaction (Blackline Masters).

Intermediate Activities for English Language Learners (National Textbook) (Blackline Masters)

All Sides of the Issue (Prentice Hall)

Activities for cooperative jigsaw groups (Blackline Masters).

Back & Forth (Prentice Hall)

Pair activities for language development (Blackline Masters).

In English Volume IV (Video Language Products)

Video cassette and student workbook.

Personal Stories - Book 3 (Linmore)

Teacher's Guide
Cassettes

America's Story Book 1 and Book 2 (Steck-Vaughn)

Readings and skill development in U.S. History.

School Board of Palm Beach County
Department of Adult and Community Education
English For Speakers of Other Languages (ESOL)

Book List By Levels

Level IV

Real Life English Book 4 (Steck-Vaughn)

Student Book
Workbook
Teacher's Guide
Audio Cassettes
Grammar Workbook

This book can be used to teach basic life-coping skills.

English for Adult Competency Book 2 (Prentice Hall)

This book can be used to teach basic life-coping skills.

ExpressWays 2A & 2B (Prentice Hall)

This book provides practice in attaining basic life-coping skills. .

For the People (U.S. Department of Justice)

Citizenship education and Naturalization information.

Of the People (U.S. Department of Justice)

U.S History.

By the People (U.S. Department of Justice)

U.S. Government structure.

Connections (Prentice Hall)

Communicative listening and speaking activities for intermediate students.

Maps, Globes and Graphs (Steck-Vaughn)

Geographical orientation - the United States, states and regions, and the world.

Look Who's Talking! (Prentice Hall)

Speaking activities for group interaction (Blackline Masters).

Intermediate Activities for English Language Learners (National Textbook) (Blackline Masters)

All Sides of the Issue (Prentice Hall)

Activities for cooperative jigsaw groups (Blackline Masters).

Back and Forth (Prentice Hall)

Pair activities for language development (Blackline Masters).

In English Volume III (Video Language Products)

Video cassette and student workbook.

Americana-A Basic Reader (Harcourt-Brace Jovanovich)

Development of reading skills.

School Board of Palm Beach County
Department of Adult and Community Education
English For Speakers of Other Languages (ESOL)

Book List By Levels

PILOT

Level V

Two different series with other supplemental materials are currently being piloted.

New Perspectives Book 1 (Heinle & Heinle)

Student Book
Workbook
Teacher's Guide
Cassettes

Integrated skills-based book including listening, speaking, reading, writing grammar, and culture.

Spectrum Book 5 (Prentice Hall)

Student Book
Workbook
Teacher's Guide
Cassettes

Integrated skills-based book including listening, speaking, reading, writing grammar, and culture.

Whaddaya Say! (Prentice Hall)

Cassettes

Emphasises natural speech and sound deletions.

Jazz Chants (Oxford University)

Cassettes

Gives practice with stress and intonation.

All Clear - Idioms in Context (Heinle & Heinle)

Cassette

Practical idiom practice.

Advanced Activities for English Language Learners

Blackline Masters of supplemental skills-building activities.

Longman Dictionary of American English (Longman)

Monolingual dictionary designed for ESOL students.

For the People (U.S. Department of Justice)

Citizenship education and Naturalization information.

Contact U.S.A. (Prentice Hall)

A reading and vocabulary building textbook.

In English Volume V (Video Language Products)

Video cassette and student workbook.

ESOL TEACHER TRAINING COMPONENT

AN OVERVIEW

DEVELOPED BY:
JUDY LANGELIER

FOR
THE ADULT ESOL CURRICULUM
DEVELOPMENT PROJECT
1989-1991

IN CONJUNCTION WITH
THE SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

ESOL Teacher Training

The need for a teacher training component was identified by adult education administrators, district personnel and ESOL teachers in order to successfully implement the ESOL curriculum. Out of this need, a component was designed to prepare teachers with the knowledge, strategies and techniques necessary to successfully implement the curriculum.

It is essential to obtain cooperation and support from adult education administrators in order to successfully implement a teacher training component. Therefore, a committee was formed to examine this need. It was comprised of five Assistant Principals for Adult and Community Education in Palm Beach County, An ESOL Specialist, the ESOL Resource Teacher, and an ESOL evening program coordinator from a school center. The five Assistant Principals selected for the committee had all requested teacher training workshops in their school centers during the previous year.

This committee approved the proposed program components and made recommendations to the other 16 Assistant Principals for Community Education. These recommendations, which were unanimously approved, included the following:

1) Participation in the training component would be voluntary for ESOL instructors who were currently teaching; however, administrators would encourage and release their instructors to attend.

2) New and perspective ESOL instructors would be required to attend the ESOL Principles, ESOL Paperwork and ESOL Methodology workshops, as a minimum, and encouraged to attend the others.

The ESOL teacher training component is comprised of two and one half hour workshop modules in each of the following areas: ESOL Principles, Paperwork, Methodology, Multilevel Classes, Literacy, Reading, Materials, Culture and Testing. A writing workshop will be added in 1992.

The component was piloted between March and June, 1991. The two and one half hour workshop modules were offered at one central location in the district one evening a week from 6:30 - 9:00 P.M. The day of the week alternates between Monday, Tuesday, Wednesday and Thursday in order to accommodate teaching schedules and other commitments. In most cases, upon request, teachers were released to attend the workshop by their Assistant Principals. The training was conducted by the ESOL Specialists and two ESOL Resource Teachers.

A brief description of the training components (Attachment A) and a sample workshop schedule for fall, 1991, (Attachment B) are included in this section. Ten inservice points will be awarded for the completion of four two and one half hour modules or twenty inservice points for the completion of eight modules.

A Section 353 Demonstration Grant to develop a complete teacher training guide for ESOL Adult Education for FY 92 was applied for in order to complete the training component. Unfortunately, it was not awarded, but every effort will be made to develop this guide and make it available to all districts as time and funds permit.

In addition to providing the teacher training component, teachers are encouraged to join local, state and national ESOL professional organizations including the ESOL Council of Palm Beach County, Florida TESOL, Gulf TESOL, and TESOL International. To obtain more information, teachers may contact a district ESOL Specialist.

ATTACHMENT A

SCHOOL BOARD OF PALM BEACH COUNTY
DEPARTMENT OF ADULT & COMMUNITY EDUCATION

COMPREHENSIVE PART-TIME ADULT ESOL TEACHER TRAINING PROGRAM

ESOL PRINCIPLES

Covers the ESOL adult learner, learning styles, stages of language development, teaching activities, the Palm Beach County ESOL curriculum, a sample lesson plan and a group lesson plan activity.
(REQUIRED WORKSHOP).

ESOL PAPERWORK

Covers registration forms, student status forms, ELA forms and placement testing procedures.
(REQUIRED WORKSHOP).

ESOL METHODOLOGY

Covers the Palm Beach County ESOL curriculum, methods in teaching the curriculum competencies, a sample lesson plan and a group lesson plan activity. (REQUIRED WORKSHOP).

ESOL MULTILEVEL CLASSES

Covers classroom management and techniques to teach the curriculum competencies in a multilevel setting including a sample lesson plan and a group lesson plan activity.
(RECOMMENDED FOR ALL ESOL INSTRUCTORS TEACHING IN A MULTILEVEL SETTING).

ESOL LITERACY

Covers techniques for teaching all four skills - listening, speaking, reading, and writing to ESOL literacy students; includes a sample lesson plan and a group lesson plan activity.
(RECOMMENDED FOR ALL INSTRUCTORS TEACHING ESOL LITERACY).

ESOL READING

Covers techniques and materials for developing ESOL reading skills including using schema, whole language and personal experience stories. (RECOMMENDED FOR ALL ESOL INSTRUCTORS).

ESOL MATERIALS WORKSHOP

Covers the broad range of ESOL commercial materials available at all levels including textbooks, workbooks, teachers guides, dictionaries, supplementals and videos.
(RECOMMENDED FOR ALL ESOL INSTRUCTORS).

ESOL CULTURE

Covers the role of culture in the ESOL classroom including cultural topics, a sample lesson plan and a group lesson plan activity.(RECOMMENDED FOR ALL ESOL INSTRUCTORS).

ESOL TESTING

Covers evaluation techniques for the mastery of competencies and level promotion testing procedures. (RECOMMENDED FOR ALL ESOL INSTRUCTORS).

ATTACHMENT B

School Board of Palm Beach County
Department of Adult and Community Education
Adult ESOL Teacher Training Program

Contact Person:
Judy Langelier
Phone: 624-2312

FALL 1991 SCHEDULE

6:30 - 9:00 PM

Lake Worth Community High School

Room TBA

Wednesday, September 11	ESOL Literacy
Thursday, September 19	ESOL Methodology
Thursday, September 26	ESOL Culture
Tuesday, October 1	ESOL Principles
Wednesday, October 16	ESOL Paperwork
Thursday, October 24	ESOL Testing
Thursday, November 7	ESOL Multilevel Classes
Wednesday, November 13	ESOL Reading
Tuesday, November 19	ESOL Methodology
Thursday, December 12	ESOL Materials